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ABSTRACT

The manual presents 869 instructional objectives for trainable mentally retarded students. Objectives are grouped into three content areas: social competency (self care and personal development skills), basic skills competency (including sensory motor, communication and number skills), and occupational competency (vocational adjustment, domestic service, commercial service and construction). In addition to the behavioral description, the objectives include an evaluation checklist which allows assessment and monitoring of student performance on each objective. It is explained that these checklists help to diagnose specific performance difficulties and assist the teacher in developing individual instructional approaches. The document is accompanied by a foldout chart listing all the objectives in the three categories. (CL)

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A CATALOG OF INSTRUCTIONAL OBJECTIVES

for trainable mentally retarded students

Department of Education · Tallahassee, Florida · Ralph D. Turlington, Commissioner

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A CATALOG OF
INSTRUCTIONAL
OBJECTIVES FOR
TRAINABLE MENTALLY
RETARDED STUDENTS

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for trainable mentally retarded students

The Catalog of Instructional Objectives was developed as a product of an EHA, Title VI-B grant awarded Duval County School Board, Jacksonville, Florida, by the Florida Department of Education.

John T. Gunning, Superintendent

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Superintendent, Curriculum

Julia Wickersham, Director
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PREFACE

The instructional objectives contained in this volume were identified and written by teachers of trainable mentally retarded students in Duval County (Jacksonville), Florida. These teachers were aided in their efforts by colleagues from Broward, Dade, Hillsborough, Orange, Palm Beach, and Polk counties in Florida. Over one hundred teachers of trainable mentally retarded students from these six counties critically reviewed the objectives in an attempt to identify poorly worded statements and omitted skills. The recommendations of these teachers have been incorporated into the present collection of objectives. It is hoped that sharing the results of this cooperative undertaking will aid fellow teachers and other school personnel in their continuous efforts to design and implement maximally effective programs for trainable mentally retarded students.

This catalog of objectives does not constitute a complete list of all the skills necessary to insure social adequacy for trainable mentally retarded students. However, it does represent an extensive collection of objectives which teachers should feel free to modify and expand in designing instructional programs appropriate for the populations they serve. A rapid survey of the table of contents will reveal that the objectives contained in this volume have been organized into content areas. Such an organizational arrangement provides two major benefits: (1) teachers can easily select specific objectives from a variety of skill areas and weave these objectives into tailor-made instructional programs and (2) catalog content can be modified and expanded without necessitating a major reorganization of the entire catalog.

All of the objectives in this catalog are followed by evaluation checklists which allow teachers to formally assess and monitor student performance on each objective. These checklists can be used to evaluate student progress in mastering an objective and also to help pinpoint exactly where a student's performance on a given objective breaks down. It is hoped that the evaluation/diagnostic function of these checklists will aid teachers in developing instructional programs and techniques that will assist each student to one day enter society as a socially adequate young adult.

This catalog of instructional objectives was produced under a Title VI-B grant for "An Accountability Study of a Program for Trainable Mentally Retarded Children and Youth" awarded to the Duval County School Board by the Bureau of Education for Exceptional Students of the Florida State Department of Education. The collaborative efforts of the following individuals have produced the material contained in this volume: Hazel Barnett, Keith Brown, Gary Collings, Lana Costanzo, Terry Cronis, Myron Cunningham, Verna N. Fields, Charles Forgnone, Janice French, William

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On behalf of all of the individuals who have contributed to this volume, I would like to acknowledge our appreciation to Mrs. Virginia Eaton, Educational Consultant, Bureau of Education for Exceptional Students, Florida State Department of Education; Mrs. Julia Wickersham, Director, Exceptional Student Education, Duval County School Board; and Mrs. Phyllis M. Zando, Coordinating Principal of TMR Centers, Duval County School Board, for their continuous encouragement and support.

W.G.

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410. Produces h
411. Produces ch and j
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455. Copies pairs of letters
456. Copies age
457. Copies telephone number
458. Copies numbers
459. Copies first name
460. Copies first, last name
461. Copies street address
462. Copies street address with city, state

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488. Names abbreviations of days of week
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490. Names family titles
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526. Reads prices over $1.00

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527. States cent value of 5 coins
528. States cent value of coin combinations

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529. Differentiates worth of coins, currency
530. Differentiates worth of commercial goods

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531. States number of pennies in nickel; nickels in dime, quarter; quarters in half dollar, dollar

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532. Exchanges money (1¢ - 10¢)
533. Exchanges money (11¢ - 25¢)
534. Exchanges money (26¢ - 50¢)
535. Exchanges money for checks up to $15.00

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539. Makes change up to $1.00

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540. Shops for 4 items in grocery store

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541. Big-little; large-small
542. Long-short; tall-short
543. Fat-thin; wide-narrow

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544. Reads scale
545. Understands concepts: heavy-light

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546. Reads thermometer

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548. Names months
549. Understands concepts: night-day
550. States number of days in week; months in year; weeks in year

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552. Locates day
553. Locates holidays
554. Locates day, month, date on calendar
555. States correct date for today, tomorrow, yesterday

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557. Tells time on half hour
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559. Understands concepts: before-after
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561. Identifies measuring devices
562. Uses measuring cups, spoons
563. Names quantitative words
564. Understands concepts: empty-full

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565. Identifies measuring devices
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567. States number of inches in foot, yard; feet in yard
568. Identifies markings of 1 inch, 1/2 inch on a ruler, yardstick
569. Measures to inch with ruler, yardstick
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ADDITION 260

572. Adds one digit numbers (no carrying)
573. Adds one digit numbers (carrying)
574. Adds two or more digits (no carrying)
575. Adds two or more digits (carrying)

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SUBTRACTION 261

576. Subtracts one digit numbers (no borrowing)
577. Subtracts two or more digits (no borrowing)
578. Subtracts two or more digits (borrowing)

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584. Aligns materials
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592. Cooperates with co-workers

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595. Attends regularly and promptly

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610. Arranges contents of cabinets, drawers
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630. Cleans exterior of refrigerator
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667. Slices vegetables
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865. Enamels (brush)
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868. Uses polyvinyl resin
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SOCIAL COMPETENCY

SELF-CARE

CLEANLINESS

WIPING

19.1.1.1.1.0.1(001) Given a napkin or paper towel and a situation in which the student's hands are covered with food, the student will, to the satisfaction of the teacher, take the napkin or paper towel and wipe all the food from his hands.

This objective is mastered when the student:

1. Takes napkin or paper towel ___
2. Wipes hands ___
3. Removes food ___
4. All food removed ___

19.1.1.1.1.0.2(002) Given a napkin or paper towel and a situation in which there is food on the student's face, the student will, to the satisfaction of the teacher, take the napkin or paper towel and wipe all the food from his face.

This objective is mastered when the student:

1. Takes napkin or paper towel ___
2. Wipes face ___
3. Removes food ___
4. All food removed ___

WASHING AND DRYING

19.1.1.1.2.0.1(003) Given a situation in which the student has wet hands, a supply of paper towels, and a waste receptacle, the student will, to the satisfaction of the teacher, dry his hands with one paper towel and dispose of the towel in the waste receptacle.

This objective is mastered when the student:

1. Picks up one paper towel ___
2. Dries hands with paper towel ___
3. Disposes of paper towel in waste receptacle ___

SOCIAL
SELF-CARE

19.1.1.1.2.0.2(004) Given a sink, water, soap, and a cloth towel, the student will, to the satisfaction of the teacher, turn on the water, wet his hands, apply soap to his hands, work the soap over the areas of both hands, rinse all the soap from his hands, turn off the water, and dry his hands completely with the towel.

This objective is mastered when the student:

1. Turns on water ___
2. Applies water to hands ___
3. Applies soap ___
4. Works soap over entire area of hands ___
5. Rubs hands together ___
6. Rinses soap off hands ___
7. Rinses all soap off ___
8. Turns off water ___
9. Picks up towel ___
10. Dries hands with towel ___
11. Both hands clean ___
12. Both hands dry ___

19.1.1.1.2.0.3(005) Given a sink, water, soap, and a cloth towel, the student will, to the satisfaction of the teacher, turn on the water, use his hands to apply water to his face, apply soap to his face, work the soap over the entire facial surface, rinse his face and hands with water, turn off the water, and dry his face and hands completely with the towel.

This objective is mastered when the student:

1. Turns on water ___
2. Applies water to face ___
3. Applies soap ___
4. Works soap over entire facial area ___
5. Rinses face ___
6. Rinses hands ___
7. Picks up towel ___
8. Dries face with towel ___
9. Entire face dry ___
10. Turns off water ___
11. Dries hands with towel ___
12. Both hands dry ___

BATHING

19.1.1.1.3.0.1(006) Given a shower or a tub, the student will, to the satisfaction of the teacher and the student, first turn on the cold water, then turn on and adjust the hot water, while placing his hand under the water to determine a lukewarm temperature.

This objective is mastered when the student:

1. Turns on cold water ___
2. Turns on hot water ___
3. Places hand under water to determine temperature ___
4. Adjusts hot water ___
5. Stands out of direct water spray while adjusting hot water (if shower) ___
6. Water temperature is lukewarm ___

19.1.1.1.3.0.2(007) Given a shower or a tub, soap, and towels, the student will, to the satisfaction of the teacher, turn on and adjust the water to a tolerable temperature, wash his entire body using soap and water, and dry his entire body.

This objective is mastered when the student:

1. Turns on water to tolerable temperature ___
2. Wets body ___
3. Wets entire body ___
4. Applies soap to entire body ___
5. Works soap over all areas of body ___
6. Rinses soap from body ___
7. Rinses all soap from body ___
8. Turns off water ___
9. Picks up towel ___
10. Dries body with towel ___
11. Entire body dry ___

CARE OF HAIR, TEETH, NOSE

19.1.1.1.4.0.1(008) Given a tissue and a situation in which the student has mucous on his face, the student will, to the satisfaction of the teacher, take a tissue and wipe all the mucous from his face.

This objective is mastered when the student:

1. Takes tissue ___
2. Wipes face ___
3. Removes mucous ___
4. Removes all mucous ___

19.1.1.1.4.0.2(009) Given a box of tissues, a waste receptacle, and a situation in which the student's nose should be cleaned, the student will, to the satisfaction of the teacher, take a tissue, cover his nose with the tissue, blow into the tissue, wipe his nose clean, and dispose of the tissue in the waste receptacle.

This objective is mastered when the student:

1. Takes one tissue ___
2. Covers nose with tissue ___
3. Blows into tissue ___
4. Wipes nose clean ___
5. Disposes of tissue in waste receptacle ___

19.1.1.1.4.0.3(010) Given a sink, water, toothbrush, toothpaste, cup, and a towel, the student will, to the satisfaction of the teacher, turn on the water, pick up his toothbrush, uncap the toothpaste, put a small amount of toothpaste on the toothbrush, brush his teeth, rinse his mouth, dry around his mouth, rinse the toothbrush, turn off the water, and cap the toothpaste.

This objective is mastered when the student:

1. Turns on water ___
2. Uncaps toothpaste ___
3. Puts toothpaste on brush bristles ___
4. Doesn't waste toothpaste ___
5. Brushes teeth ___
6. Rinses mouth ___
7. Picks up towel ___
8. Dries around mouth with towel ___
9. Mouth dry ___
10. Rinses brush ___
11. Brush clean ___
12. Turns off water ___
13. Caps toothpaste ___

19.1.1.1.4.0.4(011) Given a sink, water, shampoo, a washcloth, and a towel, the student will, to the satisfaction of the teacher, remove the cap from the container of shampoo, turn on the water, bend over the sink, wet his hair, pour a small amount of shampoo into his hands, apply the shampoo to his hair, rub the shampoo into his hair producing a soapy lather, rinse all the visible soap from his hair, repeat the washing and rinsing process, wipe the shampoo from his face with the washcloth, turn off the water, pick up the towel, fluff dry his hair until most of the excess water is removed, and cap the shampoo.

This objective is mastered when the student:

1. Removes cap from shampoo container ___
2. Turns on water ___
3. Bends over sink ___
4. Wets hair ___
5. Wets all hair areas ___
6. Pours shampoo into hand ___
7. Applies shampoo to hair ___
8. Uses small amount of shampoo ___
9. Rubs shampoo into hair ___
10. Rubs shampoo into all areas of hair ___
11. Rinses hair clean ___
12. Repeats numbers 6-11 ___
13. Wipes shampoo from face with washcloth ___
14. Turns off water ___
15. Picks up towel ___
16. Uses towel to dry hair ___
17. Removes most of excess water from hair ___
18. Puts cap back on shampoo container ___

SOCIAL
SELF-CARE

EATING

SOLID FOOD

19.1.1.2.1.0.1(012) Given a school plate lunch containing a solid food, the student will, to the satisfaction of the teacher, use his fingers to pick up the solid food from the plate, place it in his mouth, chew, and swallow the food.

This objective is mastered when the student:

1. Picks up solid food with fingers ___
2. Places bite of food in mouth ___
3. Chews bite of food ___
4. Swallows bite of food ___
5. Repeats numbers 1-4 for each bite of solid food ___

LIQUID FOOD

19.1.1.2.2.0.1(013) Given a container of liquid with a straw inserted, the student will, to the satisfaction of the teacher, grasp the container, place the straw in his mouth, draw the liquid into his mouth, and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

1. Grasps container ___
2. Places straw in mouth ___
3. Draws liquid into mouth ___
4. Swallows liquid ___
5. Does not dribble liquid ___
6. Does not spill liquid ___

19.1.1.2.2.0.2(014) Given a cup 3/4 full of liquid, the student will, to the satisfaction of the teacher, grasp the cup by its handle, bring it to his mouth, sip and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

1. Grasps cup by handle ___
2. Picks up cup ___
3. Brings cup to mouth ___
4. Sips liquid ___
5. Swallows liquid ___
6. Does not dribble liquid ___
7. Does not spill liquid ___

19.1.1.2.2.0.3(015) Given a glass half-full of liquid, the student will, to the satisfaction of the teacher, pick up the glass, bring it to his mouth, sip and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

1. Picks up glass ___
2. Brings it to mouth ___
3. Sips liquid ___
4. Swallows liquid ___
5. Does not dribble liquid ___
6. Does not spill liquid ___

19.1.1.2.2.0.4(016) Given a water fountain, the student will, to the satisfaction of the teacher, turn on the water, take water into the mouth without touching the fountain with his mouth, swallow the water, and turn off the water, doing all of the above without dribbling or spilling water.

This objective is mastered when the student:

1. Turns on water ___
2. Takes water into mouth ___
3. Mouth does not touch fountain ___
4. Swallows water ___
5. Turns off water ___
6. Does not dribble water ___
7. Does not spill water ___

SOCIAL
SELF-CARE

USE OF UTENSILS

19.1.1.2.3.0.1(017) Given a spoon and a liquid and/or soft food, the student will, to the satisfaction of the teacher, use the spoon to scoop up the food, transport it to his mouth, and put it in his mouth without spilling or dropping it.

This objective is mastered when the student:

1. Grasps spoon ___
2. Bowl of spoon is up ___
3. Picks up food (liquid or soft) with spoon ___
4. Brings food to mouth with spoon ___
5. Puts food in mouth ___
6. Does not spill or drop food ___

19.1.1.2.3.0.2(018) Given a fork and a solid or semi-solid food, the student will, to the satisfaction of the teacher, use the fork to separate, spear, or scoop an appropriate amount of food, transport it to his mouth, and put it in his mouth without spilling or dropping it.

This objective is mastered when the student:

1. Grasps fork ___
2. Separates and picks up food ___
3. Brings food to mouth with fork ___
4. Puts food in mouth ___
5. Does not spill or drop food ___

19.1.1.2.3.0.3(019) Given a knife, a fork, and a solid food such as a cooked hamburger patty, the student will, to the satisfaction of the teacher, use the utensils to cut the solid food.

This objective is mastered when the student:

1. Picks up knife and fork ___
2. One utensil in each hand ___
3. Places fork in food ___
4. Holds food with fork ___
5. Cuts food with knife ___
6. Repeats numbers 3-5 until food is completely cut ___

19.1.1.2.3.0.4(020) Given a knife, a fork, a spoon, a plate, and a variety of foods including a meat, a soft food, and a liquid food, the student will, with 100% accuracy, touch the correct utensil or utensils used in the consumption of meat, soft foods, and liquid foods, in response to teacher questioning.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the utensil you use to eat_______________(liquid food)." ___
2. "Touch the utensil you use to eat_______________(soft food)." ___
3. "Touch the utensils you use to cut and eat the meat." ___

19.1.1.2.3.0.5(021) Given a knife, a fork, a spoon, a plate, and a variety of foods which includes a meat, a soft food, and a liquid food, the student will, to the satisfaction of the teacher, use the correct utensils in cutting the solid food, picking up the food, and bringing the food to his mouth, and return the utensil to his plate.

This objective is mastered when the student:

1. Picks up liquid food with spoon ___
2. Brings liquid food to mouth using spoon without spilling ___
3. Cuts soft food with fork ___
4. Picks up soft food with fork ___
5. Brings soft food to mouth using fork without spilling ___
6. Cuts meat with knife and fork ___
7. Picks up meat with fork ___
8. Brings meat to mouth using fork without spilling ___
9. Returns each utensil to plate ___

BALANCED EATING AND DRINKING

19.1.1.2.4.0.1(022) Given three sets of three pictures showing liquids which vary in quantity, the student will, with 100% accuracy, touch the correct picture of a moderate amount of liquid in each set, in response to questioning by the teacher.

SOCIAL
SELF-CARE

This objective is mastered when the student touches the underlined picture in each set below:

1. Pitcher of orange juice, glass partially filled with orange juice, *glass filled with orange juice* ___

2. *Glass filled with milk*, gallon jug of milk, glass partially filled with milk ___

3. Glass partially filled with tomato juice, *glass filled with tomato juice*, pitcher of tomato juice ___

19.1.1.2.4.0.2(023) Given four sets of three pictures showing solid foods which vary in quantity, the student will, with 100% accuracy, touch the correct picture of a one serving quantity in each set, in response to questioning by the teacher.

This objective is mastered when the student touches the underlined picture in each set below:

1. Small amount of mashed potatoes, plate full of mashed potatoes, *one serving of mashed potatoes* ___

2. One bunch of bananas, *one banana*, a piece of banana ___

3. Small amount of meat, *one serving of meat*, large amount of meat ___

4. *One slice of cake*, entire cake, bite of cake ___

19.1.1.2.4.0.3(024) Given a set of seven pictures depicting liquid foods of varying nutritional quality, the student will, with 100% accuracy, touch all the pictures of foods of high nutritional value in response to questioning by the teacher.

This objective is mastered when the student touches the underlined pictures in the set below:

1. Kool aid, *orange juice*, *milk*, coffee, *tomato juice*, coke, beer ___

TABLE MANNERS

19.1.1.2.5.0.1(025) Given a meal-time situation and a napkin, the student will, to the satisfaction of the teacher, protect his clothing by opening the napkin and placing it in his lap or under his chin before starting to eat or drink.

This objective is mastered when the student:

1. Opens napkin ___
2. Places his napkin in lap or under chin ___

19.1.1.2.5.0.2(026) Given several individual or group eating situations, the student will demonstrate proper table manners at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate table manner behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Posture good ___
2. Uses napkin ___
3. Passes food ___
4. Requests food ___
5. Closes mouth while chewing ___
6. Does not take food from plate of another ___
7. Does not play with food or utensils ___
8. Does not throw food or utensils ___
9. Does not talk with food in mouth ___

OPERATING A VENDING MACHINE

19.1.1.2.6.0.1(027) Given a vending machine and a collection of ten coins of various denominations, the student will, to the satisfaction of the teacher, select the proper amount of money, insert the money in the proper slot, pull or push the appropriate button or lever in order to obtain the desired article, and remove the article from the machine.

This objective is mastered when the student:

1. Selects proper amount of money ___
2. Inserts money in proper slot ___
3. Pushes appropriate button (Pulls appropriate lever) ___
4. Removes article from machine ___

CAFETERIA EATING

19.1.1.2.7.0.1(028) Given a cafeteria situation with appropriate equipment, the student will, to the satisfaction of the teacher, demonstrate his ability to function properly in a cafeteria eating situation by waiting in line, taking a tray, eating utensils, and napkin, requesting food, putting it on the tray, moving the tray from station to station, paying for his food, carrying the tray to an appropriate eating place, eating the food, and taking the tray with dirty dishes and utensils to an appropriate disposal area.

This objective is mastered when the student:

1. Stands in line (exhibits appropriate behavior) ___
2. Picks up tray ___
3. Picks up eating utensils ___
4. Requests food (appropriately) ___
5. Puts food on tray ___
6. Moves from station to station ___
7. Pays for food ___
8. Carries tray to table ___
9. Eats food ___
10. Takes tray with dirty dishes and utensils to appropriate disposal area ___

SAFETY SKILLS

WEATHER SAFETY

19.1.1.3.1.0.1(029) Given three sets of four pictures depicting various behaviors during severe weather, the student will, with 100% accuracy, touch the picture depicting the appropriate behavior in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Swinging in the rain, sliding in the rain, splashing in puddles, *walking with umbrella and attired in rain apparel* ___
2. *Sitting in the cellar*, playing ball, skipping rope, see-sawing ___
3. Flying a kite, staying in pool, *going indoors*, standing under tree ___

SAFETY FOR EYES, EARS, NOSE, THROAT

19.1.1.3.2.0.1(030) Given five sets of three pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm to the eyes.

This objective is mastered when the student touches the underlined picture in each set below:

1. *Knife*, washcloth, kleenex ___
2. Cotton balls, towel, *scissors* ___
3. Apple, carrot, *pencil* ___
4. Book, *broken glass*, dress ___
5. *Hairspray*, banana, pillow ___

19.1.1.3.2.0.2(031) Given four sets of four pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm to the ears.

This objective is mastered when the student touches the underlined picture in each set below:

SOCIAL
SELF-CARE

1. Towel, apple, bed, pencil ___
2. Bobby pin, dress, pear, Q-tip ___
3. Towel, kleenex, needle, washcloth ___
4. House, orange, sock, safety pin ___

19.1.1.3.2.0.3(032) Given a set of pictures of seven common household articles, the student will, with 100% accuracy, touch the pictures of the three objects which would do most harm to the nose.

This objective is mastered when the student touches the underlined pictures in the set below:

1. Washcloth, bobby pin, towel, tissues, scissors, perfume, pencil ___

19.1.1.3.2.0.4(033) Given three sets of three pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm if swallowed.

This objective is mastered when the student touches the underlined picture in each set below:

1. Bleach, milk, bread ___
2. Apple, ice cream cone, lighter fluid ___
3. Banana, poison, cola ___

VEHICULAR SAFETY

19.1.1.3.3.0.1(034) Given a school bus with a hand railing, the student will, to the satisfaction of the teacher, get off the bus by grasping the railing with his hand while placing one foot on the top step, and descending the steps by placing one foot at a time on each step until he reaches the ground, without falling.

This objective is mastered when the student:

1. Grasps railing with hand ___
2. Places foot on top step ___
3. Descends steps ___
4. Places one foot at a time on each lower step ___
5. Reaches ground without falling ___

19.1.1.3.3.0.2(035) Given a school bus with a hand railing, the student will, to the satisfaction of the teacher, get on the bus by grasping the railing with his hand while placing one foot on the first step, and climbing the steps by placing one foot at a time on each step until he reaches the floor level of the bus, without falling.

This objective is mastered when the student:

1. Grasps railing with hand ___
2. Places foot on first step ___
3. Climbs steps ___
4. Places one foot at a time on each higher step ___
5. Reaches floor level without falling ___

19.1.1.3.3.0.3(036) Given an automobile with lap seat belts, the student will, to the satisfaction of the teacher, fasten and unfasten the seat belt around his waist.

This objective is mastered when the student:

1. Puts seat belt around waist ___
2. Fastens seat belt ___
3. Tightens seat belt securely ___
4. Unfastens seat belt ___
5. Removes seat belt from waist ___

19.1.1.3.3.0.4(037) Given a situation in which a student is riding in a car or bus, the student will, to the satisfaction of the teacher, behave in accordance with each of eight passenger safety rules for the duration of the ride.

SOCIAL
SELF-CARE

This objective is mastered when the student:

1. Waits until vehicle comes to complete stop before loading or unloading ___
2. Does not eat food or drink liquids in vehicle ___
3. Does not smoke in vehicle ___
4. Does not stand in vehicle unless necessary ___
5. Does not push in vehicle ___
6. Does not hang parts of his body out of vehicle windows ___
7. Does not shout in vehicle ___
8. Does not fight in vehicle ___

STREET SAFETY

19.1.1.3.4.0.1(038) Given a situation in which the teacher requests that the student walk on the shoulder of the road, the student will, to the satisfaction of the teacher, walk on the shoulder of the road, facing on-coming traffic at least five feet from the road surface for a distance of 50 yards.

This objective is mastered when the student:

1. Selects correct side of road ___
2. Walks at least five feet away from road surface ___
3. Walks 50 yards properly ___

19.1.1.3.4.0.2(039) Given a street with a marked crosswalk and no traffic light, the student will, to the satisfaction of the teacher, look both ways to check for cars, and if none are coming, walk across the street staying between the markings of the crosswalk.

This objective is mastered when the student:

1. Stands on curb ___
2. Looks both ways to check for cars ___
3. Walks to other side when safe ___
4. Stays within crosswalk markings ___

19.1.1.3.4.0.3(040) Given a situation in which the teacher requests that the student walk across an intersection with a traffic light, the student will, to the satisfaction of the teacher, stand on the curb, stop for a red signal, wait for light to change to green, look carefully in all directions, and walk to the other side of the street.

This objective is mastered when the student:

1. Stands on curb ___
2. Stops if light is red (or if "DON'T WALK" sign is on) ___
3. Waits for light to change to green (if necessary) ___
4. Looks carefully in all directions ___
5. Walks to other side when safe ___

DANGER AWARENESS

19.1.1.3.5.0.1(041) Given two sets of four pictures depicting safe and dangerous objects, the student will, with 100% accuracy, touch all of the pictures of dangerous objects in both sets.

This objective is mastered when the student touches the underlined picture(s) in each set below:

1. Comb, grapes, firecrackers, camera ___
2. Shotgun, pear, poison, typewriter ___

19.1.1.3.5.0.2(042) Given two sets of four pictures depicting emergency and safe situations, the student will, with 100% accuracy, touch all of the pictures of emergency situations in both sets.

This objective is mastered when the student touches the underlined pictures in each set below:

1. Person being hit by car, person watching TV, person in burning house, person eating ___
2. Person at birthday party, person being beat up, person having heart attack, person drinking milk ___

USE OF DANGEROUS OBJECTS

19.1.1.3.6.0.1(043) Given a sharp object, the student will, to the satisfaction of the teacher, handle the sharp object by picking it up, holding the sharp end in his hand, and passing the blunt end to another person without injuring himself or the other person.

This objective is mastered when the student:

1. Picks up sharp object ___
2. Holds sharp end in hand ___
3. Hands blunt end to classmate ___
4. Does not injure self or others ___

19.1.1.3.6.0.2(044) Given a box of safety matches, a candle, and an empty ash tray, the student will, to the satisfaction of the teacher, take a match from the box, close the box, strike the match away from his body, light the candle, and extinguish and discard the match in the ash tray without burning himself or any object other than the candle.

This objective is mastered when the student:

1. Takes match from box ___
2. Closes box ___
3. Strikes match away from body ___
4. Lights candle ___
5. Extinguishes match ___
6. Discards match into ash tray ___
7. Does not burn self or other objects ___

19.1.1.3.6.0.3(045) Given an electrical appliance and proper instructions, the student will, to the satisfaction of the teacher, pick up the appliance plug, look for frayed ends, plug it into the socket, and remove the plug from the outlet after the appliance has been used.

This objective is mastered when the student:

1. Has dry hands ___
2. Picks up appliance plug ___
3. Looks for frayed ends ___
4. Puts plug into socket securely ___
5. Grips rubber surrounding plug ___
6. Removes plug completely from socket ___

FIRE SAFETY

19.1.1.3.7.0.1(046) Given two sets of five pictures depicting situations that could cause a fire and situations that would not cause a fire, the student will, with 100% accuracy, touch all of the pictures of situations that could cause a fire in both sets.

This objective is mastered when the student touches the underlined pictures in each set below:

1. Flowers, debris, water sprinkler, smoking, a lake ___
2. Stove, bricks, gasoline, ice cube, a salad ___

19.1.1.3.7.0.2(047) Given a fire drill situation, the student will, to the satisfaction of the teacher, leave the school building by walking quickly to the nearest and least hazardous exit, continue departure to a safe distance from the building, and line up and return to the building.

This objective is mastered when the student:

1. Lines up ___
2. Leaves building quickly (walking) ___
3. Leaves by nearest and least hazardous exit ___

4. Continues departure to safe distance ___

5. Quietly lines up and returns to building ___

19.1.1.3.7.0.3(048) Given teacher directions that there is a fire, the student will, to the satisfaction of the teacher, gain the attention of an appropriate person, tell this person that there is a fire, and indicate the location of the fire.

This objective is mastered when the student:

1. Gains attention of appropriate person ___

2. Tells person that there is a fire ___

3. Indicates location of fire ___

19.1.1.3.7.0.4(049) Given a teletrainer and teacher directions that there is a fire, the student will, to the satisfaction of the teacher, pick up the telephone receiver, dial the operator, give his name, relate that there is a fire, give the location of the fire, listen for the operator's instructions, and hang up the receiver.

This objective is mastered when the student:

1. Picks up receiver ___

2. Dials operator ___

3. Relates that there is a fire ___

4. Gives name ___

5. Gives location of fire (address) ___

6. Hangs up receiver ___

7. Repeats directions from operator ___

DRESSING AND UNDRESSING

TAKING OFF CLOTHES

19.1.1.4.1.0.1(050) Given a pair of untied shoes on the student's person, the student will, to the satisfaction of the teacher, grasp the shoe with his hand(s), pull the shoe until it is completely off his foot, and repeat this procedure for the other shoe.

This objective is mastered when the student:

1. Grasps shoe with hand(s) ___
2. Pulls shoe ___
3. Removes shoe from foot ___
4. Repeats numbers 1-3 for other shoe ___

19.1.1.4.1.0.2(051) Given a pair of socks on the student's person, the student will, to the satisfaction of the teacher, grasp the top of the sock, pull it down and over the heel, continue pulling until the sock is completely off his foot, and repeat this procedure for the other sock.

This objective is mastered when the student:

1. Grasps top of sock ___
2. Pulls down sock ___
3. Pulls sock over heel ___
4. Pulls sock off ___
5. Repeats numbers 1-4 for other sock ___

19.1.1.4.1.0.3(052) Given an article of clothing which can be pulled down, the student will, to the satisfaction of the teacher, grasp both sides of the garment at the waistline, pull down the garment, and remove both feet from the garment until the garment is completely off the student.

This objective is mastered when the student:

1. Grasps both sides of garment ___
2. Grasps garment at waistline ___
3. Pulls down garment ___
4. Removes one foot from garment ___
5. Removes other foot from garment ___

(Note: Student is not evaluated in this objective for undoing fasteners, e.g., zippers, hooks, etc.)

19.1.1.4.1.0.4(053) Given an article of clothing which can be pulled off over the head, the student will, to the satisfaction of the teacher, pull the garment up and over his head, and remove both arms from the armholes until the garment is completely off the student.

This objective is mastered when the student:

1. Grasps garment ___
2. Pulls garment up ___
3. Pulls garment over head ___
4. Removes arm from one armhole ___
5. Removes arm from other armhole ___

19.1.1.4.1.0.5(054) Given an article of clothing which can be pulled off over the shoulders, the student will, to the satisfaction of the teacher, pull the unfastened garment over his shoulders, slide it down his arms, and remove his arms from the armholes until the garment is completely off the student.

This objective is mastered when the student:

1. Removes garment from one shoulder ___
2. Removes garment from other shoulder ___
3. Slides garment down one arm ___
4. Slides garment down other arm ___
5. Removes arm from one armhole ___
6. Removes arm from other armhole ___

PUTTING ON CLOTHES

19.1.1.4.2.0.1(055) Given an article of clothing that can be pulled up, the student will, to the satisfaction of the teacher, place his feet in the appropriate holes, grasp the garment at the waistline with both hands, and pull the garment up until it is at the correct place on his body.

This objective is mastered when the student:

1. Places one foot in appropriate hole ___
2. Places other foot in appropriate hole ___
3. Grasps article at waistline with both hands ___
4. Pulls article up ___
5. Positions it at correct place on body ___

(Note: The student is not being evaluated in this objective for doing fasteners, e.g., zippers, hooks, etc.)

19.1.1.4.2.0.2(056) Given an article of clothing that can be pulled over the head, the student will, to the satisfaction of the teacher, grasp the garment with both hands, bring the garment to his head, poke his head through the appropriate hole, place his arms alternately into the appropriate holes, and pull the garment down completely.

This objective is mastered when the student:

1. Grasps garment with both hands ___
2. Brings garment to head ___
3. Pokes head through appropriate hole ___
4. Places one arm into appropriate hole ___
5. Places other arm into appropriate hole ___
6. Pulls garment down to proper place on body ___
7. Garment right side out ___
8. Garment not on backwards ___

19.1.1.4.2.0.3(057) Given an article of clothing that is open down the front, the student will, to the satisfaction of the teacher, hold the garment with one hand, slip the free arm into the appropriate armhole, reach back with the other arm, slip that arm into the appropriate armhole, and then pull the garment onto the shoulders with both hands.

This objective is mastered when the student:

1. Holds garment with one hand ___
2. Slips free arm into appropriate armhole ___
3. Reaches back with other arm ___
4. Slips arm into appropriate armhole ___
5. Pulls garment onto shoulders with both hands ___
6. Garment right side out ___
7. Garment properly positioned on body ___

(Note: The student is not being evaluated in this objective for doing fasteners, e.g., zippers, buttons, etc.)

19.1.1.4.2.0.4(058) Given a pair of shoes, the student will, to the satisfaction of the teacher, slip his toes down into one shoe, run a finger around the inside of the heel of the shoe, push his heel down into the shoe, straighten the top of the heel so that no part is curled under and the shoe fits comfortably, and repeat this procedure with the other shoe.

This objective is mastered when the student:

1. Slips his toes down into one shoe ___
2. Runs finger around inside heel of shoe ___
3. Pushes heel down into shoe ___
4. Straightens top of heel so no part is curled under ___
5. Tongue of shoe in proper place ___
6. Repeats number 1-5 with other shoe ___

(Note: The student is not being evaluated in this objective for tying or fastening shoes.)

19.1.1.4.2.0.5(059) Given a pair of socks, the student will, to the satisfaction of the teacher, use both hands to open the sock, put his foot into the sock until the toes are at the toe end, pull the sock over the heel, pull the sock neck completely up on the ankle, adjust the sock so that it fits smoothly on the foot, and repeat this procedure for the other sock.

This objective is mastered when the student:

1. Uses both hands to open sock ___
2. Puts foot into sock ___
3. Toes at toe end of sock ___
4. Pulls sock over heel ___
5. Places heel in heel pocket ___
6. Pulls sock neck completely up on ankle ___
7. Sock fits smoothly ___
8. Sock is not twisted ___
9. Repeats numbers 1-8 with other sock ___

FASTENING CLOTHES

19.1.1.4.3.0.1(060) Given a fastened snap that is not on the student's person, the student will, to the satisfaction of the teacher, hold the material surrounding the top and bottom of the snap, pull until the snap separates, fit the snap together, and push until the snap is locked.

This objective is mastered when the student:

1. Holds material surrounding top and bottom of snap with both hands ___
2. Pulls until snap separates ___
3. Holds both parts of snap, one side in each hand ___
4. Fits parts of snap together ___
5. Pushes parts of snap together until locked ___

19.1.1.4.3.0.2(061) Given an article of clothing with fastened snaps that he is wearing, the student will, to the satisfaction of the teacher, hold the material surrounding the top and bottom of each snap, pull until each snap separates, fit each snap together, and push until each snap is locked.

This objective is mastered when the student:

1. Holds material surrounding top and bottom of one snap ___
2. Pulls until snap separates ___
3. Repeats numbers 1-2 for each snap ___
4. Holds both parts of snap, one side in each hand ___
5. Fits parts of snap together ___
6. Pushes parts of snap together until locked ___

7. Repeats numbers 4-6 for each snap ___

19.1.1.4.3.0.3(062) Given an article of clothing with an unfastened hook that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the material around the hook in one hand and the material around the eye in the other hand, pull them together, pull the hook onto the eye until it is securely fastened, then grasp the material around the hook and the eye, and push the hook until it completely separates from the eye.

This objective is mastered when the student:

1. Grasps material around hook in one hand ___
2. Grasps material around eye in other hand ___
3. Pulls them together ___
4. Pulls hook over eye ___
5. Connects them securely ___
6. Grasps material around hook ___
7. Pushes to separate hook from eye ___
8. Hook completely free from eye ___

19.1.1.4.3.0.4(063) Given an article of clothing with unfastened hooks that he is wearing, the student will, to the satisfaction of the teacher, grasp the material around each hook in one hand and the material around each eye in the other hand, pull them together, pull each hook onto its corresponding eye, until each is securely fastened, then grasp the material around each hook and eye, and push each hook until it completely separates from the eye.

This objective is mastered when the student:

1. Grasps material around hook in one hand ___
2. Grasps material around corresponding eye in other hand ___
3. Pulls them together ___
4. Pulls hook over eye ___
5. Connects them securely ___
6. Repeats numbers 1-5 for each hook ___
7. Grasps material around hook ___
8. Pushes to separate hook from eye ___
9. Hook completely free from eye ___

10. Repeats numbers 7-9 for each hook ____

19.1.1.4.3.0.5(064) Given a closed buckle not on the student's person, the student will, to the satisfaction of the teacher, pull the belt end from the buckle, remove the prong from the hole in the belt end, and pull the belt end through and away from the buckle until they are no longer joined.

This objective is mastered when the student:

1. Pulls belt end from buckle ___
2. Pulls belt end back with one hand ___
3. Pulls prong from hole with other hand ___
4. Pulls belt end free from buckle ___

19.1.1.4.3.0.6(065) Given a closed buckle on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, pull the belt end from the buckle, remove the prong from the hole in the belt end, and pull the belt end through and away from the buckle until they are no longer joined.

This objective is mastered when the student:

1. Pulls belt end from buckle ___
2. Pulls belt end back with one hand ___
3. Pulls prong from hole with other hand ___
4. Pulls belt end free from buckle ___

19.1.1.4.3.0.7(066) Given an open buckle not on the student's person, the student will, to the satisfaction of the teacher, grasp the belt end, thread it under and through the buckle, pull the belt end back with one hand, poke the prong through an appropriate hole in the belt, and thread the belt end through and under the buckle until it is secure.

This objective is mastered when the student:

1. Grasps belt end ___
2. Threads it under and through buckle ___
3. Pulls belt end back with one hand ___
4. Pokes prong through appropriate hole ___
5. Threads belt end through and under buckle until secure ___

19.1.1.4.3.0.8(067) Given an open buckle on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the belt end, thread it under and through the buckle, pull the belt end back with one hand, poke the prong through an appropriate hole in the belt, and thread the belt end through and under the buckle until it is secure.

This objective is mastered when the student:

1. Grasps belt end ___
2. Threads it under and through buckle ___
3. Pulls belt end back with one hand ___
4. Pokes prong through appropriate hole ___
5. Threads belt end through and under buckle until secure ___

19.1.1.4.3.0.9(068) Given a large colored safety pin and a piece of cloth, the student will, to the satisfaction of the teacher, fasten the piece of cloth to his clothing by opening the pin, inserting it through the cloth and his clothing, and closing the pin without sticking himself.

This objective is mastered when the student:

1. Picks up safety pin ___
2. Opens safety pin ___
3. Inserts safety pin through cloth and clothing ___
4. Closes safety pin ___
5. Does not stick himself ___

19.1.1.4.3.0.10(069) Given a closed zipper that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, then grasp the zipper tab again and pull it up to the top.

This objective is mastered when the student:

1. Grasps zipper tab ___
2. Zips to bottom ___
3. Grasps bottom of zipper in one hand ___
4. Grasps zipper tab in other hand ___
5. Pulls tab to top of zipper ___

19.1.1.4.3.0.11(070) Given a closed zipper on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, then grasp the zipper tab again and pull it up to the top.

This objective is mastered when the student:

1. Grasps zipper tab ___
2. Zips to bottom ___
3. Grasps bottom of zipper in one hand ___
4. Grasps zipper tab in other hand ___
5. Pulls tab to top of zipper ___

19.1.1.4.3.0.12(071) Given a closed detachable zipper that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, slide the appropriate side out of the fastener, then grasp both sides of the zipper, slide the appropriate side of the zipper into the fastener, grasp the zipper tab, and pull the tab up to the top of the zipper.

This objective is mastered when the student:

1. Grasps zipper tab ___
2. Zips to bottom ___
3. Slides zipper end out of fastener ___
4. Grasps zipper end and fastener ___

5. Places zipper end in fastener ___
6. Grasps bottom of zipper in one hand ___
7. Grasps zipper tab in other hand ___
8. Pulls tab to top of zipper ___

19.1.1.4.3.0.13(072) Given a closed detachable zipper on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, slide the appropriate side out of the fastener, then grasp both sides of the zipper, slide the appropriate side of the zipper into the fastener, grasp the zipper tab, and pull the tab up to the top of the zipper.

This objective is mastered when the student:

1. Grasps zipper tab ___
2. Zips to bottom ___
3. Slides zipper end out of fastener ___
4. Grasps zipper end and fastener ___
5. Places zipper end in fastener ___
6. Grasps bottom of zipper in one hand ___
7. Grasps zipper tab in other hand ___
8. Pulls tab to top of zipper ___

19.1.1.4.3.0.14(073) Given a piece of material which contains a button in a buttonhole, the student will, to the satisfaction of the teacher, grasp the fastened button and push the button through the hole until the button and buttonhole are completely separate.

This objective is mastered when the student:

1. Grasps button in one hand ___
2. Grasps side of material containing buttonhole with other hand ___
3. Pushes button through buttonhole ___
4. Guides button out of hole with other hand ___
5. Button completely out of hole ___

19.1.1.4.3.0.15(074) Given a buttoned article of clothing that he is wearing, the student will, to the satisfaction of the teacher, grasp each fastened button and push each button through its hole until each button and buttonhole are completely separate.

This objective is mastered when the student:

1. Grasps button with one hand ___
2. Grasps side of material containing buttonhole with other hand ___
3. Pushes button through buttonhole ___
4. Guides button out of hole with other hand ___
5. Button completely out of hole ___
6. Repeats numbers 1-5 for each button ___

19.1.1.4.3.0.16(075) Given a piece of material which contains a button and buttonhole (in the open position), the student will, to the satisfaction of the teacher, grasp the button and push the button through the hole until the button is firmly placed in the buttonhole.

This objective is mastered when the student:

1. Grasps button in one hand ___
2. Grasps side of material containing buttonhole in other hand ___
3. Pushes button through hole ___
4. Guides button through hole with other hand ___
5. Button completely through buttonhole ___

19.1.1.4.3.0.17(076) Given an unbuttoned article of clothing that he is wearing, the student will, to the satisfaction of the teacher, grasp each button and push it through its corresponding hole until each button is firmly placed in the buttonhole.

This objective is mastered when the student:

1. Grasps button with one hand ___
2. Grasps side of material containing buttonhole with other hand ___

3. Pushes button through corresponding buttonhole ___
4. Guides button through hole with other hand ___
5. Button completely through buttonhole ___
6. Repeats numbers 1-5 for each button ___

19.1.1.4.3.0.18(077) Given a shoelace and an unlaced shoe not on the student's person, the student will, to the satisfaction of the teacher, grasp one end of the shoelace, poke one end of the shoelace down through the first bottom hole and up through the opposite bottom hole, even up the shoelace, and poke the shoelace through all the holes, alternating sides, until the shoe is completely laced and the shoelace ends are even.

This objective is mastered when the student:

1. Grasps one end of shoelace ___
2. Pokes end of shoelace through first bottom hole ___
3. Pulls shoelace with other hand ___
4. Pokes end up through opposite bottom hole ___
5. Evens up shoelace ___
6. Pokes shoelace through holes alternating sides ___
7. Laces all holes ___
8. Ends of shoelace are even ___

19.1.1.4.3.0.19(078) Given a shoelace and an unlaced shoe that he is wearing, the student will, to the satisfaction of the teacher, grasp one end of the shoelace, poke one end of the shoelace down through the first bottom hole and up through the opposite bottom hole, even up the shoelaces, and poke the shoelace through all the holes, alternating sides, until the shoe is completely laced and the shoelace ends are even.

This objective is mastered when the student:

1. Grasps one end of shoelace ___
2. Pokes end of shoelace through first bottom hole ___
3. Pulls shoelace with other hand ___
4. Pokes end up through opposite bottom hole
5. Evens up shoelace ___
6. Pokes shoelace through holes alternating sides ___
7. Laces all holes ___
8. Ends of shoelace even ___

19.1.1.4.3.0.20(079) Given a laced but untied shoe not on the student's person, the student will, to the satisfaction of the teacher, grasp one end of the shoelace in each hand, tuck one end under the other, pull until tight, and tie the laces securely with a bow knot.

This objective is mastered when the student:

1. Grasps one end of shoelace in each hand ___
2. Tucks one end under other ___
3. Pulls until tight ___
4. Makes two loops ___
5. Holds one loop in each hand ___
6. Tucks one loop under other ___
7. Pulls one loop through gap ___
8. Pulls loops until knot is tight ___

OR

4. Makes one loop ___
5. Holds loop in one hand ___
6. Wraps free shoelace around loop with other hand ___
7. Wraps around one time ___
8. Tucks free shoelace under and through to make second loop ___
9. Pulls loops until knot is tight ___

19.1.1.4.3.0.21(080) Given a laced but untied shoe that he is wearing, the student will, to the satisfaction of the teacher, grasp one end of the shoelace in each hand, tuck one end under the other, pull until tight, and tie the laces securely with a bow knot.

This objective is mastered when the student:

1. Grasps one end of shoelace in each hand ___
2. Tucks one end under other ___
3. Pulls until tight ___
4. Makes two loops ___
5. Holds one loop in each hand ___
6. Tucks one loop under other ___
7. Pulls one loop through gap ___
8. Pulls loops until knot is tight ___

OR

4. Makes one loop ___
5. Holds loop in one hand ___

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6. Wraps free shoelace around loop with other hand ___

7. Wraps around one time ___

8. Tucks free shoelace under and through to make second loop ___

9. Pulls loops until knot is tight ___

TOILETING AND HEALTH SKILLS

POSTURE

19.1.1.5.1.0.1(081) Given a situation in which the student is asked to maintain good standing posture, the student will, to the satisfaction of the teacher, stand straight in a relaxed manner, with his knees slightly flexed, his feet parallel, shoulders back, and head held upright for 15 seconds.

This objective is mastered when the student:

1. Stands in relaxed manner ___
2. Stands straight ___
3. Flexes knees slightly ___
4. Places feet in parallel position ___
5. Holds shoulders back ___
6. Holds head upright ___
7. Uses good standing posture for 15 seconds ___

19.1.1.5.1.0.2(082) Given a chair and a situation in which the student is asked to maintain good sitting posture, the student will, to the satisfaction of the teacher, sit in a relaxed manner in an upright position with his back against the back-rest, feet together, and his hands in an appropriate position for one minute.

This objective is mastered when the student:

1. Sits in relaxed manner ___
2. Sits in upright position ___
3. Holds back against back-rest ___
4. Places feet together ___
5. Holds hands in appropriate position ___
6. Sits with good sitting posture for one minute ___

19.1.1.5.1.0.3(083) Given a situation in which the student is asked to maintain good walking posture, the student will, to the satisfaction of the teacher, walk around the classroom in a relaxed manner with shoulders back and head erect.

This objective is mastered when the student:

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1. Walks in relaxed manner ___

2. Holds shoulders back ___

3. Holds head erect ___

4. Walks around classroom using good posture ___

SICKNESS

19.1.1.5.2.0.1(084) Given a situation in which the student is sick or hurt, the student will, to the satisfaction of the teacher, gain the attention of the teacher, communicate verbally or by gestures that he is sick or hurt, and indicate the location of the illness or injury.

This objective is mastered when the student:

1. Gains attention of teacher ___

2. Communicates verbally that he is sick or hurt
OR
Communicates by gestures that he is sick or hurt ___

3. Communicates verbally location of illness or injury
OR
Communicates by gestures location of illness or injury ___

19.1.1.5.2.0.2(085) Given a 15 minute period in which the student is sneezing and/or coughing, the student will, to the satisfaction of the teacher, cover his mouth completely with his hand each time he coughs and/or cover his nose and mouth completely with his hand each time he sneezes.

This objective is mastered when the student:

1. Brings hand to mouth for cough AND/OR brings hand to mouth and nose for sneeze ___

2. Covers mouth for cough AND/OR covers mouth and nose for sneeze ___

3. Covers mouth completely for duration of first cough AND/OR covers mouth and nose completely for duration of first sneeze ___

4. Repeats numbers 1-3 for each cough AND/OR sneeze during 15 minute period ___

FIRST AID

19.1.1.5.3.0.1(086) Given a sink and a simulated burn on the student's person, the student will, to the satisfaction of the teacher, run cold water over the burned area and refrain from drying this area.

This objective is mastered when the student:

1. Turns on cold water ___
2. Places injured area under running cold water ___
3. Turns off water ___
4. Refrains from drying burned area ___

19.1.1.5.3.0.2(087) Given a sink, soap, towel, band-aid, and a simulated cut or scrape on the student's person, the student will, to the satisfaction of the teacher, wash and dry the affected area, and unwrap and apply the band-aid to the injured area.

This objective is mastered when the student:

1. Turns on water ___
2. Washes affected area using soap ___
3. Rinses affected area with clean water ___
4. Turns off water ___
5. Dries affected area ___
6. Gets band-aid ___
7. Unwraps band-aid ___
8. Applies band-aid to injured area properly ___

TOILETING

19.1.1.5.4.0.1(088) Given an equipped washroom and a situation wherein a male student has to urinate, he will, to the satisfaction of the teacher, enter the bathroom, close the door after him, unzip or pull down his pants, stand in front of the urinal or the toilet or sit on the toilet, relieve himself in the bowl, flush the toilet, pull up or zip up and adjust his clothing, wash and dry his hands, and leave the bathroom promptly.

This objective is mastered when the student:

1. Goes to bathroom ___
2. Closes bathroom door ___

3. Unzips or pulls down pants ___
4. Stands in front of urinal or toilet or sits on toilet ___
5. Urinates in urinal or bowl ___
6. Pulls up and adjusts clothing ___
7. Flushes urinal or toilet ___
8. Washes and dries hands ___
9. Leaves bathroom promptly ___

19.1.1.5.4.0.2(089) Given an equipped washroom and a situation wherein a female student has to urinate, she will, to the satisfaction of the teacher, enter the bathroom, close the door after her, pull down and/or up her clothing, sit on the commode, urinate into the toilet bowl, wipe any excess urine from her body with toilet tissue, deposit the tissue into the commode, flush the commode, pull up and/or down and adjust her clothing, wash and dry her hands, and leave the bathroom promptly.

This objective is mastered when the student:

1. Goes to bathroom ___
2. Closes bathroom door ___
3. Pulls down and/or up clothes ___
4. Sits on commode ___
5. Urinates only in commode ___
6. Wipes excess urine from body with appropriate amount of tissue ___
7. Deposits tissue into toilet ___
8. Flushes commode ___
9. Pulls up and/or down and adjusts clothing ___
10. Washes and dries hands ___
11. Leaves bathroom promptly ___

19.1.1.5.4.0.3(090) Given an equipped washroom and a situation wherein a student has to defecate, he will, to the satisfaction of the teacher, enter the bathroom, close the door after him, pull down his pants, sit on the commode, relieve himself by depositing feces into the water area of the commode, wipe his anus with an appropriate amount of toilet tissue, deposit the tissue in the commode, flush the commode once, pull up and adjust his clothing, wash and dry his hands, and leave the bathroom promptly.

This objective is mastered when the student:

1. Goes into bathroom ___
2. Closes bathroom door ___
3. Pulls down clothes ___
4. Sits on commode ___
5. Deposits feces into water area of commode ___
6. Wipes anus with appropriate amount of tissue ___
7. Deposits tissue in commode ___
8. Flushes commode once ___
9. Pulls up and adjusts clothing ___
10. Washes and dries hands ___
11. Leaves bathroom promptly ___

19.1.1.5.4.0.4(091) Given a box of sanitary napkins, paper towels or toilet tissue, some type of sanitary napkin holder (e.g. belt, panties), a receptacle for soiled sanitary napkins, and a situation in which a female student is having her menstrual period, the student will, to the satisfaction of the teacher, remove the soiled napkin when it needs to be changed, wrap the soiled sanitary napkin in paper, dispose of it, and put on a clean sanitary napkin.

This objective is mastered when the student:

1. Removes soiled napkin from holder ___
2. Wraps soiled napkin carefully in paper towel or toilet tissue ___
3. Deposits soiled napkin into receptacle ___
4. Removes fresh sanitary napkin from container ___
5. Fastens ends of sanitary napkin to holder (e.g., panties, sanitary belt) ___
6. Adjusts napkin to comfortable position ___

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GROOMING

ODOR CONTROL

19.1.1.6.1.0.1(092) Given a can of aerosol deodorant, the student will, to the satisfaction of the teacher, apply aerosol deodorant to the underarm areas by removing the top of the aerosol can, picking up the can and directing the spray nozzle toward the underarm area, pushing the release button firmly with a finger, slowly moving the can to distribute spray to all areas of the underarm (restricting coverage to underarm area), repeating the above procedure for the other underarm, and replacing the cap on the aerosol can.

This objective is mastered when the student:

1. Removes top of aerosol can ___
2. Picks up can ___
3. Directs spray nozzle toward underarm area ___
4. Pushes release button firmly with finger ___
5. Slowly moves can to distribute spray to all areas of underarm ___
6. Restricts coverage to underarm area ___
7. Repeats numbers 3-6 for other underarm ___
8. Replaces top on aerosol can ___

19.1.1.6.1.0.2(093) Given a bottle of mouthwash, a sink, and a plastic glass, the student will, to the satisfaction of the teacher, use mouthwash by removing the cap from the mouthwash bottle, picking up the bottle, pouring an appropriate amount of mouthwash into the plastic glass, replacing the cap on the bottle, bringing the glass of mouthwash to his mouth, taking a mouthful of liquid, swishing the liquid around his mouth without swallowing, and expectorating the mouthwash into the sink.

This objective is mastered when the student:

1. Removes cap from bottle of mouthwash ___
2. Picks up bottle ___
3. Pours appropriate amount of mouthwash into plastic glass ___
4. Replaces cap on bottle ___
5. Brings glass of mouthwash to mouth ___
6. Takes small quantity of liquid ___
7. Swishes mouthwash around inside of mouth ___

8. Does not swallow ___

9. Expectorates mouthwash into sink ___

19.1.1.6.1.0.3(094) Given a container of perfume, the female student will, to the satisfaction of the teacher, remove the cap from the bottle of perfume, pick up the bottle in one hand, place a forefinger tightly over the hole of the bottle, carefully tilt the bottle to place the perfume on the finger, touch the finger to appropriate body parts, and replace the cap on the bottle without spilling the perfume or repeating the above process more than one time.

This objective is mastered when the student:

1. Removes cap from bottle of perfume ___
2. Picks up bottle in one hand ___
3. Places forefinger over hole of bottle ___
4. Tilts bottle to place perfume on finger (carefully) ___
5. Touches appropriate skin areas with perfume ___
6. Does not spill perfume ___
7. Replaces cap on bottle ___
8. Does numbers 3-6 no more than twice ___

HAIR DRESSING

19.1.1.6.2.0.1(095) Given a hair brush and a mirror, the student will, to the satisfaction of the teacher, brush his hair by picking up the brush, placing the bristles of the brush on the hair, pulling the brush through the hair to the end of the hair strands, and repeating this process until all the hair is smooth.

This objective is mastered when the student:

1. Picks up brush ___
2. Places bristles of brush on hair ___
3. Pulls brush through hair to end of hair strands ___
4. Repeats numbers 2 and 3 until all hair is smooth ___

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19.1.1.6.2.0.2(096) Given a student with wet hair ready for drying and a hooded hair dryer, the student will, to the satisfaction of the teacher, place the hood over his hair, turn on the hair dryer, turn off the hair dryer when his hair is dry, and remove the hood.

This objective is mastered when the student:

1. Places hood over hair ___
2. Turns on hair dryer ___
3. Dries hair completely ___
4. Removes hood when hair is dry ___
5. Turns off hair dryer ___

19.1.1.6.2.0.3(097) Given a comb and a mirror, the student will, to the satisfaction of the teacher, comb his hair by picking up the comb, placing the teeth edge of the comb at the top of his head, drawing the comb through the hair, parting the hair by running the edge of the comb along a planned part line, and continuing to comb until all the hair is smooth.

This objective is mastered when the student:

1. Picks up comb ___
2. Places teeth edge of comb at top of head ___
3. Draws comb through hair ___
4. Parts hair by running edge of comb along planned part line (if appropriate) ___
5. Continues combing until hair is smooth ___

19.1.1.6.2.0.4(098) Given a mirror, hair curlers, clips, hair setting gel, and a comb, the female student will, to the satisfaction of the teacher, roll her hair in curlers by removing the top from a container of hair gel, dipping her fingers into the gel, applying the gel to all areas of the hair, combing the gel through her hair, lifting up a strand of hair to match the width of a curler, placing a curler at the end of each strand, rolling the curler toward the scalp, securing the curler with a clip, and continuing to put curlers in her hair by the process indicated until all her hair is rolled.

This objective is mastered when the student:

1. Removes cap from hair gel ___
2. Dips fingers into gel ___
3. Applies gel to all areas of hair ___

4. Combs gel through hair ___
5. Lifts strand of hair to match width of curler ___
6. Places curler at end of hair strand ___
7. Rolls curler toward scalp ___
8. Secures curler with clip ___
9. Repeats numbers 5-8 until all hair is rolled ___
10. Replaces cap on hair gel ___

NAIL CARE

19.1.1.6.3.0.1(099) Given a bottle of polish remover, cotton balls, and a situation in which a female student is wearing nail polish, the student will, to the satisfaction of the teacher, wet a cotton ball with polish remover without spilling the remover, and wipe each fingernail with the cotton ball until all the nail polish is removed.

This objective is mastered when the student:

1. Opens bottle of polish remover ___
2. Wets cotton ball with polish remover ___
3. Wipes each fingernail with cotton ball ___
4. All polish is removed from each fingernail ___
5. Does not spill remover ___
6. Replaces top on bottle of polish remover ___

19.1.1.6.3.0.2(100) Given a bowl of warm sudsy water, a bowl of clear water, a nail brush, an orange stick, and a towel, the student will, to the satisfaction of the teacher, thoroughly clean his nails by soaking them in the warm sudsy water, scrubbing them with the nail brush, rinsing them in clear water, drying them with the towel, and cleaning under each nail with the orange stick.

This objective is mastered when the student:

1. Soaks nails in warm sudsy water ___
2. Scrubs nails with nail brush ___
3. Rinses nails with clear water ___
4. Dries nails with towel ___
5. Cleans under nails with orange stick ___
6. All nails completely clean ___

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19.1.1.6.3.0.3(101) Given an emory board, the student will, to the satisfaction of the teacher, appropriately shape his nails by holding the emory board in one hand, placing the emory board firmly against one nail of the opposite hand, filing the nail by following the natural contour, and repeating the process until each nail on both hands is smooth.

This objective is mastered when the student:

1. Holds emory board in one hand ___
2. Places emory board firmly against one nail of opposite hand ___
3. Files nail by following natural contour ✓
4. Repeats numbers 1-3 for each nail ___
5. All nails filed smoothly ___

19.1.1.6.3.0.4(102) Given a pair of nail clippers, the student will, to the satisfaction of the teacher, clip his nails to an appropriate length by grasping the clippers in one hand, extending the nail to be clipped, clipping a portion of the nail with a firm, quick motion and continuing this process until all nails are an appropriate length and shape.

This objective is mastered when the student:

1. Grasps clippers in one hand ___
2. Extends nail to be clipped ___
3. Clips portion of nail with firm, quick motion ___
4. Continues clipping until nail is of appropriate length ___
5. Repeats numbers 2-4 for each nail ___
6. All nails neatly shaped ___

19.1.1.6.3.0.5(103) Given a bottle of nail polish, the female student will, to the satisfaction of the teacher, polish her nails by removing the cap and brush from the bottle of nail polish (removing any excess polish on the rim of the bottle), applying the polish to her nails in a lengthwise motion starting at the base of the nails, permitting the nails to dry, and completing each nail so that it is smoothly covered with polish.

This objective is mastered when the student:

1. Removes cap from bottle of nail polish ___
2. Lifts brush to top of bottle ___
3. Touches inside top of bottle with brush tip to remove excess polish (if necessary) ___
4. Applies polish to nail in lengthwise motion starting at base of nail ___
5. Repeats numbers 2-4 for each nail ___
6. Permits polish to dry ___
7. All nails smoothly covered with polish ___
8. Replaces cap on bottle of nail polish ___

19.1.1.6.3.0.6(104) Given a bottle of cuticle remover, an orange stick, a bowl of warm water, and a towel, the student will, to the satisfaction of the teacher, push back the cuticles from his nails by dipping the flat end of the orange stick into the cuticle remover, covering each cuticle with the remover, pushing back each cuticle with the flat end of the orange stick, rinsing his nails with warm water, and drying his nails with the towel.

This objective is mastered when the student:

1. Opens bottle of cuticle remover ___
2. Dips flat end of orange stick into cuticle remover ___
3. Covers each cuticle with remover ___
4. Pushes back each cuticle with flat end of orange stick ___
5. Rinses nails in warm water ___
6. Dries nails with towel ___
7. All cuticles removed ___
8. Replaces top on bottle of cuticle remover ___

APPROPRIATENESS OF APPAREL

19.1.1.6.4.0.1(105) Given three sets of three pictures showing clothing appropriate for hot, cold, and rainy weather, the student will, with 100% accuracy, touch the correct picture in each set in response to teacher questioning about clothing appropriate for these weather conditions.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Winter coat; raincoat and hat; bathing suit)
1. "Touch the picture of what you would wear in hot weather." ___

(Pictures: Ski jacket with hood; T-shirt and shorts; thongs)
2. "Touch the picture of what you would wear in cold weather." ___

(Pictures: Ice skates; raincoat and galoshes; long-sleeved shirt)
3. "Touch the picture of what you would wear in rainy weather." ___

19.1.1.6.4.0.2(106) Given a set of ten pictures showing sexually identifiable articles of clothing, a picture of a boy and a picture of a girl, the student will, with 100% accuracy, touch the appropriate boy/girl picture in response to teacher presentation of each clothing picture.

This objective is mastered when the student touches the correct boy/girl picture for each clothing picture below:

1. Girl's skirt ___
2. Boy's shoe ___
3. Girl's panties and bra ___
4. Girl's slipper ___
5. Girl's slip ___
6. Girl's bathing suit ___
7. Boy's suit ___
8. Boy's pajamas ___
9. Girl's dress ___
10. Boy's underpants ___

19.1.1.6.4.0.3(107) Given three sets of clothing (one set including three coats, one set including three sweaters, and one set including three pairs of shoes; two of each item belonging to classmates and one belonging to the student), the student will, with 100% accuracy, take his own clothing from each set and hand it to the teacher.

This objective is mastered when the student hands the teacher the underlined clothing in each set below:

1. Student's coat, classmate's coat, classmate's coat ___
2. Classmate's shoes, student's shoes, classmate's shoes ___
3. Classmate's sweater, classmate's sweater, student's sweater ___

19.1.1.6.4.0.4(108) Given three sets of three pictures (one picture in each set showing school/play clothing and two pictures in each set showing dress-up clothing), the student will, with 100% accuracy, touch the picture of school/play clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Boy in parka and slacks; boy in shirt, tie, long coat, and trousers; boy in suit with vest ___
2. Girl in dressy dress and fur; girl in dressy dress, hat, gloves, and heels; girl in tennis outfit ___
3. Boy in turtleneck, jacket, and dressy slacks; boy in T-shirt and shorts; boy in blue suit ___

19.1.1.6.4.0.5(109) Given three sets of three pictures (one picture in each set showing dress-up clothing and two pictures in each set showing non dress-up clothing), the student will, with 100% accuracy, touch the picture of dress-up clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Girl in slacks, blouse, and vest; girl in halter and shorts; girl in suit, hat, and gloves ___
2. Boy in coat and tie and dress trousers; boy in T-shirt and cut-offs; boy in swim trunks ___
3. Girl in T-shirt and blue jeans; girl in dressy dress; girl in blouse and shorts ___

19.1.1.6.4.0.6(110) Given three sets of three pictures (one picture in each set showing work clothing and two pictures in each set showing clothing that would be inappropriate for a work situation), the student will, with 100% accuracy, touch the picture of work clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Policeman clothes, man in bermuda shorts, man in swimsuit ___
2. Man in robe, housepainter, man in underwear ___
3. Man in pajamas, man in swimsuit, construction worker ___

19.1.1.6.4.0.7(111) Given three sets of three pictures, (one picture in each set showing a child dressed in appropriately sized clothing and two pictures in each set showing a child dressed in inappropriately sized clothing), the student will, with 100% accuracy, touch the picture showing the appropriately sized clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Shirt too large, shirt too small, shirt that fits ___
2. Dress that fits, dress too small, dress too big ___
3. Coat too small, coat that fits, coat too big ___

19.1.1.6.4.0.8(112) Given three sets of three pictures (one picture in each set showing a coordinated outfit and two pictures in each set showing an uncoordinated outfit), the student will, with 100% accuracy, touch the picture of the coordinated outfit in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Plain blouse and striped pants; striped blouse and plaid skirt; bathing suit and galoshes ___
2. Coat and tie and cut-offs; vest and trousers over winter jacket; striped shirt and plain trousers ___
3. Purple and green striped coat with orange and blue striped dress; shirt and tie and suit; rain hat and bathing suit ___

CARE OF APPAREL

19.1.1.6.5.0.1(113) Given a situation in which a student is wearing dirty shoes and is about to enter a building with a doormat at the entrance, the student will, to the satisfaction of the teacher, brush his shoes across the doormat in a back and forth movement, until all visible loose dirt is removed from the soles of his shoes.

This objective is mastered when the student:

1. Rubs shoes across mat in back and forth movement ___
2. Removes all visible dirt from soles of shoes ___

19.1.1.6.5.0.2(114) Given a full-length mirror and a situation in which the student is wearing a lower garment, an upper garment with a collar, socks, and shoes that are in disarray, the student will, to the satisfaction of the teacher, stand in front of the mirror and straighten his clothing by tucking, aligning, and straightening each garment properly on his body.

This objective is mastered when the student:

1. Stands in front of mirror ___
2. Straightens upper garment ___
3. Straightens collar ___
4. Aligns upper garment with lower garment ___
5. Tucks upper garment into lower garment (if appropriate) ___
6. Straightens lower garment ___
7. Closes all upper and lower garment fasteners (buttons, etc.) ___
8. Pulls up socks ___
9. Straightens socks ___
10. Fastens shoes (if necessary) ___

19.1.1.6.5.0.3(115) Given a clothes brush and an article of clothing with lint on it, the student will, to the satisfaction of the teacher, brush the garment by picking up the clothes brush, brushing the clothing with short downward strokes, and continuing to brush in this manner until all the lint is removed.

This objective is mastered when the student:

1. Picks up clothes brush ___ 2. Brushes with short downward strokes ___

3. Brushes until all lint is removed ___

19.1.1.6.5.0.4(116) Given a coat or jacket and a stationary hook, the student will, to the satisfaction of the teacher, place the coat or jacket on the hook right side out and collar end up.

This objective is mastered when the student:

1. Places clothing on hook ___
2. Collar end of clothing up ___
3. Clothing right side out ___

19.1.1.6.5.0.5(117) Given an article of clothing, a hanger, and a clothes rack, the student will, to the satisfaction of the teacher, hang up the article of clothing by picking it up, placing it on the hanger right side out, hanging the hanger on the clothes rack, and straightening and fastening the article of clothing around the hanger.

This objective is mastered when the student:

1. Picks up article of clothing ___
2. Places clothing on hanger ___
3. Clothing right side out ___
4. Places hanger on clothes rack ___
5. Straightens article of clothing on hanger ___
6. Fastens article of clothing around hanger ___

19.1.1.6.5.0.6(118) Given a closed umbrella, the student will, to the satisfaction of the teacher, safely open the umbrella, demonstrate how to hold the umbrella to protect his clothes from the rain, and safely close the umbrella.

This objective is mastered when the student:

1. Picks up umbrella ___
2. Releases spokes ___
3. Grasps umbrella handle in one hand ___
4. Pushes spokes out with other hand ___

5. Umbrella locked in open position ___
6. Umbrella opened safely ___
7. Holds umbrella up by handle ___
8. Holds umbrella over his head ___
9. Releases spokes from open position ___
10. Guides spokes to closed position with one hand ___
11. Holds handle with other hand ___
12. Secures spokes in closed position ___
13. Umbrella closed safely ___

19.1.1.6.5.0.7(119) Given a pair of unpolished shoes, a can of polish, and two clean cloths, the student will, to the satisfaction of the teacher, polish his shoes by removing the lid from the can of polish, removing a small amount of polish from the can with a soft cloth, applying the polish to the shoes, spreading the polish evenly, allowing the polish to dry, buffing the shoes to a shine with a clean cloth, and replacing the lid on the can of polish.

This objective is mastered when the student:

1. Removes lid from can of polish ___
2. Removes small amount of polish from can with cloth ___
3. Applies polish to shoe ___
4. Spreads polish evenly ___
5. Covers all areas of shoe ___
6. Allows polish to dry ___
7. Buffs shoes with clean cloth ___
8. Both shoes shined ___
9. Replaces lid on can of polish ___

FACIAL APPEARANCE

19.1.1.6.6.0.1(120) Given a jar of cleansing cream, a box of tissues, and a student wearing make-up, the student will, to the satisfaction of the teacher, spread cleansing cream with her fingers over the entire surface of her face and then wipe her face with tissues until all the make-up and cleansing cream have been removed.

This objective is mastered when the student:

1. Opens jar of cleansing cream ___
2. Spreads cleansing cream evenly over entire face ___

3. Wipes face with tissues ___
4. All make-up removed ___
5. All cleansing cream removed ___
6. Replaces top on jar of cleansing cream ___

19.1.1.6.6.0.2(121) Given a mirror, a powder puff, a container of face powder, and a situation in which the face is ready to be powdered, the student will, to the satisfaction of the teacher, use the puff to apply the face powder to all areas of the face by placing small amounts of powder on the cheeks, chin, nose, and forehead and blending the powder to cover the face evenly.

This objective is mastered when the student:

1. Opens container of face powder ___
2. Lifts small amount of powder from container using puff ___
3. Applies powder to chin ___
4. Applies powder to nose ___
5. Applies powder to cheeks ___
6. Applies powder to forehead ___
7. Distributes powder to all areas of face using puff ___
8. Blends powder to cover face evenly ___
9. Uses appropriate amount of powder ___
10. Closes container of powder ___

19.1.1.6.6.0.3(122) Given a container of make-up base and a mirror, the student will, to the satisfaction of the teacher, apply the make-up base to all areas of her cleansed face by removing with the fingertips a small quantity of make-up base from the container, applying small dots of make-up to the chin, cheeks, nose, and forehead, and blending the make-up base evenly over the facial surface and the neck.

This objective is mastered when the student:

1. Opens container of make-up base ___
2. Removes make-up base from container with fingertip ___
3. Applies dot(s) of make-up base to chin ___
4. Applies dot(s) of make-up base to cheeks ___
5. Applies dot(s) of make-up base to nose ___

6. Applies dot(s) of make-up base to forehead ___
7. Blends make-up base over face using fingertips ___
8. Blends make-up evenly ___
9. Uses appropriate amount of base ___
10. Closes container of make-up base ___

19.1.1.6.6.0.4(123) Given a container of powdered rouge, a brush, and a mirror, the student will, to the satisfaction of the teacher, apply an appropriate amount of rouge to the upper cheek areas by stroking the powdered rouge with the brush and then evenly blending the rouge over the upper cheek areas with the brush.

This objective is mastered when the student:

1. Opens container of rouge ___
2. Strokes brush over powdered rouge ___
3. Applies rouge to upper cheek areas ___
4. Blends rouge over upper cheek areas with brush ___
5. Blends rouge evenly ___
6. Uses appropriate amount of rouge ___
7. Closes container of rouge ___

19.1.1.6.6.0.5(124) Given a tube of lipstick, a mirror, and a box of tissues, the student will, to the satisfaction of the teacher, apply an appropriate amount of lipstick to the lips by removing the cover of the lipstick, twisting the lipstick to expose a short length, applying the lipstick from the center of the upper lip to the edges, following the natural contour of the lip, pressing the lips together, placing a tissue between the lips to blot the excess lipstick, and using a tissue to remove any smudges.

This objective is mastered when the student:

1. Removes cover from lipstick ___
2. Twists lipstick container tube to expose short length ___
3. Applies appropriate amount of lipstick from center of upper lip to edge of lip ___
4. Follows natural contour of lip ___

5. Presses upper lip against lower lip ___
6. Puts tissue between lips to blot excess lipstick ___
7. Removes any smudges with tissue ___
8. Replaces cover on lipstick ___

19.1.1.6.6.0.6(125) Given a mirror, a container of eye-shadow, a container of mascara, and an eyebrow pencil, the student will, to the satisfaction of the teacher, apply an appropriate amount of eye-shadow to the eyelid, mascara to the upper lashes, and eyebrow pencil to the eyebrows.

This objective is mastered when the student:

1. Opens container of eye-shadow ___
2. Removes eye-shadow from container ___
3. Applies eye-shadow to eyelid ___
4. Smooths eye-shadow over eyelid ___
5. Applies appropriate amount of eye-shadow ___
6. Does not smudge eye-shadow ___
7. Replaces eye-shadow cover ___
8. Opens container of mascara ___
9. Removes brush from mascara container ___
10. Applies mascara to eyelashes with upward movement ___
11. Applies appropriate amount of mascara ___
12. Does not smudge mascara ___
13. Replaces mascara cover ___
14. Removes cover from eyebrow pencil ___
15. Applies eyebrow pencil with short upward strokes ___
16. Applies eyebrow pencil evenly ___
17. Applies appropriate amount of eyebrow pencil ___
18. Does not smudge eyebrow pencil ___
19. Replaces cover on eyebrow pencil ___

SKIN CARE

19.1.1.6.7.0.1(126) Given a bottle of skin lotion, the student will, to the satisfaction of the teacher, open the bottle of lotion, pour a small amount of lotion into his hand without spilling or soiling his clothing, rub the lotion onto the appropriate areas of his skin until it is no longer visible, and replace the cap on the bottle.

This objective is mastered when the student:

1. Opens bottle of skin lotion ___
2. Pours small amount of lotion into hand ___
3. Does not spill lotion ___
4. Puts bottle of lotion down ___
5. Rubs lotion onto appropriate skin area(s) ___
6. Rubs until all lotion is no longer visible ___
7. Applies appropriate amount of lotion to skin area(s) ___
8. Replaces cap on bottle of lotion ___
9. Does not soil clothing ___

19.1.1.6.7.0.2(127) Given an electric razor with a cord and a mirror, the male student will, to the satisfaction of the teacher, take the razor from the case, attach the cord to the razor, connect the cord to a wall outlet, turn on the razor, shave his beard using short up and down strokes until his face is smooth, turn off the razor, unplug, clean, and return it to the case.

This objective is mastered when the student:

1. Takes razor from case ___
2. Attaches cord to razor ___
3. Plugs cord into wall outlet ___
4. Turns on razor ___
5. Applies razor to facial area ___
6. Moves razor in short up and down strokes to remove hair ___
7. Skin is smooth to touch ___
8. Turns off razor ___
9. Unplugs razor ___
10. Cleans razor ___
11. Returns razor to case ___

19.1.1.6.7.0.3(128) Given an electric razor with a cord, the female student will, to the satisfaction of the teacher, take the razor from the case, attach the cord to the razor, connect the cord to a wall outlet, turn on the razor, shave the hair from her legs and underarms, using up and down motions until the hair is removed and the skin is smooth, turn off the razor, unplug, clean, and return it to the case.

This objective is mastered when the student:

1. Takes razor from czse ___
2. Attaches cord to razor ___
3. Plugs cord into wall outlet ___
4. Turns on razor ___
5. Applies razor to leg area ___
6. Uses up and down motion ___
7. Skin is smooth to touch ___
8. Applies razor to underarm area ___
9. Uses up and down motion ___
10. Skin is smooth to touch ___
11. Turns off razor ___
12. Unplugs razor ___
13. Cleans razor ___
14. Returns razor to case ___

19.1.1.6.7.0.4(129) Given a mirror, a washcloth, a towel, a safety razor (with a blade ready for shaving), shaving cream, and a sink, the student will, to the satisfaction of the teacher, put water on his skin, apply an appropriate amount of lather to his fingertips, distribute the lather over the area to be shaved, pick up the razor, shave the skin area until it is smooth, rinse the razor, rinse the shaved area with the washcloth, and dry his skin with the towel.

This objective is mastered when the student:

1. Turns on water ___
2. Puts water on skin ___
3. Opens can of shaving cream ___
4. Applies appropriate amount of lather to fingertips ___
5. Distributes lather over area to be shaved ___
6. Picks up razor ___
7. Shaves skin area with razor (downward movement) ___
8. Skin smooth ___
9. Rinses razor ___
10. Rinses shaved area using washcloth ___
11. Turns off water ___
12. Dries shaved area with towel ___
13. Replaces top on can of shaving cream ___

SOCIAL COMPETENCY

PERSONAL DEVELOPMENT

SELF KNOWLEDGE

PHYSICAL INFORMATION

19.1.2.1.1.0.1(130) Given a set of five front view photographs (four photographs of classmates and one of himself), the student will, with 100% accuracy, touch the picture of himself.

This objective is mastered when the student touches the underlined picture in the set below:

1. Picture of classmate, picture of self, picture of classmate, picture of classmate, picture of classmate ___

19.1.2.1.1.0.2(131) Given two pictures, one of a boy and one of a girl, the student will, with 100% accuracy, touch the picture which shows the person of the same sex as himself.

This objective is mastered when the student:

1. Touches picture of person of same sex as self ___

19.1.2.1.1.0.3(132) Given three boy classmates and three girl classmates, the student will, with 100% accuracy, touch all of the boys when requested to do so by the teacher and touch all of the girls when requested to do so by the teacher.

This objective is mastered when the student:

1. Touches 1 boy ___
2. Touches 2 boys ___
3. Touches 3 boys ___
4. Touches 1 girl ___
5. Touches 2 girls ___
6. Touches 3 girls ___

19.1.2.1.1.0.4(133) Given two sets of five pictures (some pictures showing men and some showing women), the student will, with 100% accuracy, touch all of the pictures of the men in the first set and touch all of the pictures of the women in the second set.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

1. "Touch all of the pictures which show a man."

man man woman man woman ___

2. "Touch all of the pictures which show a woman."

man woman man woman woman ___

PERSONAL INFORMATION

19.1.2.1.2.0.1(134) Given a request by the teacher to state his first and last name, the student will, with 100% accuracy, state his first and last name.

This objective is mastered when the student:

1. States first name ___ 2. States last name ___

19.1.2.1.2.0.2(135) Given a request by the teacher to state his age, the student will, with 100% accuracy, state his present age.

This objective is mastered when the student:

1. States present age ___

19.1.2.1.2.0.3(136) Given a request by the teacher to state his birthday, the student will, with 100% accuracy, state his birthday.

This objective is mastered when the student:

1. States month of birth ___ 2. States day of birth ___

19.1.2.1.2.0.4(137) Given a request by the teacher to state his home address, the student will, with 100% accuracy, state his home address.

This objective is mastered when the student:

1. States number of house ___ 2. States street ___

19.1.2.1.2.0.5(138) Given a request by the teacher to state his telephone number, the student will, with 100% accuracy, state his telephone number.

This objective is mastered when the student:

1. States first three numbers ___ 2. States last four numbers ___
3. Order correct ___

19.1.2.1.2.0.6(139) Given five identification cards (an insurance card, a social security card, a credit card, a selective service card, and a club card), the student will, with 100% accuracy, touch the social security card when requested by the teacher.

This objective is mastered when the student touches the underlined card in the set below:

1. Insurance card, social security card, credit card, selective service card, club card ___

SOCIAL
PERSONAL DEVELOPMENT

SOCIAL INTERACTION

ATTENDING

19.1.2.2.1.0.1(140) Given several school work and play situations in which the student is working at a task by himself (individual work), the student will attend visually by establishing and maintaining visual contact with his task at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli ___
2. Attends to appropriate auditory stimuli ___
3. Does not daydream ___
4. Does not self-stimulate ___

19.1.2.2.1.0.2(141) Given several school work and play situations in which the student is working at a task with or in a group, the student will attend visually by establishing and maintaining visual contact with a task related activity at a level or more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli ___
2. Attends to appropriate auditory stimuli ___
3. Does not daydream ___
4. Does not self-stimulate ___

MOVEMENT

19.1.2.2.2.0.1(142) Given several school work and play situations in which a movement or maintenance of an appropriate position is necessary for the completion of a task, the student will engage in acceptable movement or maintenance of an appropriate position at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate movement or position maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Remains in seat unless given permission ___
2. Does not wander off when out of seat with permission ___
3. Does not wander off outdoors ___
4. Does not rock back and forth ___
5. Does not move furniture ___
6. Does not suck fingers ___
7. Does not pound ___
8. Does not tap pencil, etc. ___
9. Does not take off clothes ___
10. Does not clap inappropriately ___

RELATING TO OTHERS - PHYSICALLY

19.1.2.2.3.0.1(143) Given several school work and play situations in which physical interaction among class members is appropriate, the student will interact physically in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate physical interaction behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

SOCIAL
PERSONAL DEVELOPMENT

1. Does not withdraw ___
2. Does not hit ___
3. Does not kick ___
4. Does not pull ___
5. Does not push ___
6. Does not hold ___
7. Does not throw objects ___
8. Does not spit ___
9. Does not bite ___
10. Does not frown ___
11. Does not make obscene gestures ___
12. Does not stick out tongue ___

APPROPRIATE SEXUAL BEHAVIOR

19.1.2.2.4.0.1(144) Given several school situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at a level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time".

1. Does not fondle same-sexed classmates ___
2. Does not fondle opposite-sexed classmates ___
3. Does not masturbate ___
4. Does not expose self ___
5. Does not hug classmates ___
6. Does not hug teacher ___
7. Does not kiss classmates ___
8. Does not kiss teacher ___

19.1.2.2.4.0.2(145) Given several social situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at a level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time".

1. Does not fondle members of same sex ___
2. Does not fondle members of opposite sex ___
3. Does not masturbate ___
4. Does not expose self ___

RELATING TO OTHERS - VERBALLY

19.1.2.2.5.0.1(146) Given several school work and play situations in which verbal interaction among class members is appropriate, the student will interact verbally in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate verbal interaction behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Apologizes when appropriate ___
2. Does not swear ___
3. Does not scream (loud, disruptive) ___
4. Does not whine ___
5. Does not make strange noises ___
6. Does not babble ___
7. Does not make "out of the blue" comments ___
8. Does not repeat another's words (parrot) ___
9. Does not tease verbally (e.g., "your mama") ___
10. Does not ridicule ___
11. Does not refuse verbally (e.g., "I ain't gonna do it.") ___

12. Does not verbally express negative feelings (e.g., "I don't like you.") ___

13. Does not lie ___

RULE FOLLOWING

19.1.2.2.6.0.1(147) Given several school work and play situations in which explicit rules are to be obeyed, the student will demonstrate rule following behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

INDEPENDENCE

19.1.2.2.7.0.1(148) Given several school work and play situations, the student will demonstrate independent behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate independent behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not need redirection ___
2. Does not need reassurance ___
3. Does not constantly ask for help ___
4. Does not demand excessive teacher time ___

COOPERATION

19.1.2.2.8.0.1(149) Given several school work and play situations, the student will demonstrate cooperative behavior with his class members at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate cooperative behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not withdraw ___
2. Is not passive ___
3. Is not resistive ___
4. Is not verbally negative ___
5. Is not physically negative ___

USE OF PROPERTY

19.1.2.2.9.0.1(150) Given several school work and play situations in which the student is using communal property, public property, or the property of another, the student will demonstrate respect and care for that property at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate property use behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Asks permission to use property ___
2. Does not litter ___
3. Does not steal ___
4. Does not hide property ___
5. Does not damage property ___

SOCIAL
PERSONAL DEVELOPMENT

SOCIAL AMENITIES

PHYSICAL

19.1.2.3.1.0.1(151) Given a teacher demonstration of waving, the student will, to the satisfaction of the teacher, wave his hand.

This objective is mastered when the student:

1. Waves hand ___

19.1.2.3.1.0.2(152) Given a teacher demonstration of clapping, the student will, to the satisfaction of the teacher, clap his hands.

This objective is mastered when the student:

1. Brings two hands together ___
2. Makes clapping sound with hands ___

19.1.2.3.1.0.3(153) Given a teacher demonstration of shaking hands, the student will, to the satisfaction of the teacher, shake hands with the teacher.

This objective is mastered when the student:

1. Extends hand toward hand of teacher ___
2. Grasps hand of teacher firmly, but not too hard ___
3. Moves hands in up and down motion ___
4. Releases hand after appropriate amount of time ___

19.1.2.3.1.0.4(154) Given three sets of five pictures showing socially appropriate and inappropriate behavior and teacher designation of a social situation, the student will, with 100% accuracy, touch the one picture of appropriate behavior in each set.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Kiss, shake hands, hold hands, jump)
1. "Touch the picture which shows what you do when you are introduced to a stranger." ___

(Pictures. Hold hands, clap, thumb nose, wave, scratch)
2. "Touch the picture which shows what you do when you say goodbye to visitors at your house." ___

(Pictures: Jump, clap, hug, kiss, tickle)
3. "Touch the picture which shows what you do when a program is over." ___

VERBAL

19.1.2.3.2.0.1(155) Given situations in which it is appropriate for a student to use the polite words and phrases, "please", "thank you", "excuse me", the student will use these polite words and phrases at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

	APPROPRIATE TIME	APPROPRIATE MANNER	APPROPRIATE FREQUENCY
1. Uses "please"	___	___	___
2. Uses "thank you" ("thanks")	___	___	___
3. Uses "excuse me" ("sorry", "pardon me")	___	___	___

19.1.2.3.2.0.2(156) Given situations in which it is appropriate for a student to use greeting words, the student will use greeting words at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

	APPROPRIATE TIME	APPROPRIATE MANNER	APPROPRIATE FREQUENCY
1. Uses greeting (e.g., "hello", "good morning", "hi", "good afternoon", "How are you?")	___	___	___

19.1.2.3.2.0.3(157) Given situations in which it is appropriate for a student to use parting words, the student will use parting words at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

	APPROPRIATE TIME	APPROPRIATE MANNER	APPROPRIATE FREQUENCY
1. Uses parting words (e.g., "good-bye", "so long", "See you later.", etc.)	___	___	___

LEISURE TIME

USE OF MEDIA

19.1.2.4.1.0.1(158) Given a television set, the student will, to the satisfaction of the teacher, turn the television on, adjust the volume, change the channels, and turn the television off upon teacher request.

This objective is mastered when the student responds correctly to each of the requests below:

"Turn on the television."
1. Turns on television ___

"Turn the television up."
2. Adjusts volume to acceptable level for environment ___

"Turn to another channel."
3. Turns television to another channel (any channel that can be received is acceptable) ___
4. Turns dial slowly ___

"Turn to channel ______."
5. Turns television to channel ___ (Fill in blank with specific channel number such as 4 or 12) ___

"Turn the television down."
6. Turns volume down ___

"Turn the television off."
7. Turns off television ___
8. When performing above tasks student does not tamper with other television set dials ___

19.1.2.4.1.0.2(159) Given a radio, the student will, to the satisfaction of the teacher, turn the radio on, select a station, turn the selector knob until the program comes in clearly, adjust the volume to a desirable level, and turn the radio off upon teacher request.

This objective is mastered when the student responds correctly to each of the requests below:

"Turn the radio on."

1. Turns on radio ___

"Turn the radio to a station."

2. Selects station ___
3. Turns selector knob slowly ___
4. Program comes in clearly ___

"Turn the radio up."

5. Adjusts volume to acceptable level for environment ___

"Turn the radio down."

6. Turns volume down ___

"Turn the radio off."

7. Turns off radio ___
8. When performing above tasks student does not tamper with other dials and switches on radio ___

19.1.2.4.1.0.3(160) Given a record player and a record, the student will, to the satisfaction of the teacher, plug in and uncover the record player, place the record on the spindle, turn on the machine, place the needle at the beginning of the record, adjust the volume, play the record, remove the needle from the record, take the record off, and turn off the record player.

This objective is mastered when the student:

1. Plugs in record player ___
2. Uncovers record player ___
3. Turns on power ___
4. Places record on spindle ___
5. Places needle at beginning of record ___
6. Adjusts volume to acceptable level for environment ___
7. Removes needle from record after record has been played ___
8. Takes record off ___
9. Turns off record player ___
10. Handles only outside edge or label of record ___
11. Does not scratch or damage record ___

19.1.2.4.1.0.4(161) Given a cassette cartridge and a tape recorder, the student will, to the satisfaction of the teacher, insert the cartridge, turn on the tape recorder, engage the "play" switch, adjust the volume, stop and rewind the tape, eject the tape cartridge from the tape recorder, and turn off the machine.

This objective is mastered when the student:

1. Inserts cartridge properly ___
2. Turns on recorder ___
3. Pushes play button ___
4. Adjusts volume to acceptable level ___
5. Plays tape to end of recording ___
6. Pushes stop button ___
7. Pushes rewind button ___
8. Rewinds tape to starting point ___
9. Pushes eject button ___
10. Removes tape from player ___
11. Turns off tape recorder ___

19.1.2.4.1.0.5(162) Given an instamatic camera and a 12-exposure cartridge of film, the student will, to the satisfaction of the teacher, put the film cartridge in the camera, move the film forward to #1, focus the camera on a person or object, snap the picture, and turn the film to the next picture.

This objective is mastered when the student:

1. Pushes release button ___
2. Opens back of camera ___
3. Puts film cartridge in proper place ___
4. Closes back of camera ___
5. Moves film forward to #1 ___
6. Focuses camera on subject ___
7. Snaps picture ___
8. Turns film to next picture ___

MUSIC

19.1.2.4.2.0.1(163) Given a situation in which a group of students are being directed to sing a simple song, the student will, to the satisfaction of the teacher, sing the song with the group.

This objective is mastered when the student:

1. Begins singing with group ___
2. Sings in time with group ___
3. Sings entire song with group ___
4. Ends song with group ___

19.1.2.4.2.0.2(164) Given a pair of rhythm sticks, a record player, and a record of marching music 30 seconds long, the student will, to the satisfaction of the teacher, tap the sticks together in time with the beat of the music.

This objective is mastered when the student:

1. Begins tapping with sticks at beginning of record ___
2. Taps in rhythm with music ___
3. Taps through entire song ___
4. Ends tapping with record ___

DANCING

19.1.2.4.3.0.1(165) Given a record, record player, and a situation in which the student is asked to slow dance with a partner, the student will, to the satisfaction of the teacher, dance slowly by leading or following his/her partner using a slow dance step until the dance is completed.

This objective is mastered when the student:

1. Dances slowly ___
2. Leads or follows his/her partner ___
3. Uses slow dance step ___
4. Does not step on partner's feet ___
5. Dances with partner until dance is completed ___

19.1.2.4.3.0.2(166) Given a record, record player, and a situation in which the student is asked to dance in a group, the student will, to the satisfaction of the teacher, dance in the group by following the sequence of the steps in the dance and staying within the group until the dance is completed.

This objective is mastered when the student:

1. Follows sequence of dance steps ___
2. Stays within group until dance is completed ___
3. Does not disrupt group during dance ___
4. Dances until dance is completed ___

TABLE GAMES

19.1.2.4.4.0.1(167) Given a table and a board game for two or more players, the student will, to the satisfaction of the teacher, help prepare the game for play, play the game according to the rules to the termination of the game, and help store the game properly upon completion of play.

This objective is mastered when the student:

1. Helps prepare game for play (if necessary) ___
2. Plays according to rules ___
3. Plays to termination of game ___
4. Helps store game properly ___
5. Does not damage game ___
6. Does not lose pieces of game ___

19.1.2.4.4.0.2(168) Given a table and a playing card game for two or more players, the student will, to the satisfaction of the teacher, help prepare the cards, play the game according to the rules to the termination of the game, and help store the cards properly upon completion of play.

This objective is mastered when the student:

1. Helps prepare game for play (if necessary) ___
2. Plays according to rules ___
3. Plays to termination of game ___
4. Helps store game properly ___
5. Does not damage cards ___
6. Does not lose cards ___

19.1.2.4.4.0.3(169) Given two ping-pong paddles, a ping-pong ball, and a ping-pong table with a net stretched across the middle, the student will, to the satisfaction of the teacher, play ping-pong by serving the ball over the net, volleying the ball back and forth across the net, and playing by the accepted rules of the game for the duration of a seven-point game.

This objective is mastered when the student:

1. Holds ping-pong paddle correctly ___
2. Serves ball across net ___
3. Volleys ball back and forth across net once ___
4. Remains on appropriate side of table ___
5. Alternates serve ___
6. Plays according to rules for duration of seven-point game ___
7. Plays for duration of seven-point game ___

19.1.2.4.4.0.4(170) Given a pool table, 16 playing balls, and a cue stick, the student will, to the satisfaction of the teacher, play pool according to the accepted rules for the duration of one game, by hitting the cue ball with the correct end of the cue stick so that the cue ball strikes the other playing balls.

This objective is mastered when the student:

1. Holds cue stick correctly ___
2. Hits cue ball with correct tip of cue stick ___
3. Hits cue ball so that it strikes playing balls ___
4. Plays according to rules of game ___
5. Plays for duration of one game ___
6. Does not damage equipment ___

BASIC SKILLS COMPETENCY

SENSORY MOTOR SKILLS

SENSORY SKILLS

TACTILE

19.2.1.1.1.0.1(171) Given four objects (one rough, one smooth, one soft, one hard), presented in four pairs, the student will touch both objects in each pair and then, with 100% accuracy, give the teacher the object requested from each pair.

This objective is mastered when the student hands the teacher the underlined object from each pair in response to the teacher request for that pair:

(Stimuli: Coarse sandpaper and felt)
1. "Touch these two things. Give me the one that is rough." ___

(Stimuli: Smooth poster board and ceramic tile)
2. "Touch these two things. Give me the one that is hard." ___

(Stimuli: Coarse sandpaper and smooth poster board)
3. "Touch these two things. Give me the one that is smooth." ___

(Stimuli: Ceramic tile and felt)
4. "Touch these two things. Give me the one that is soft." ___

19.2.1.1.1.0.2(172) Given three cups of water (one hot, one cold, one warm), the student will touch the water in each cup and then, with 100% accuracy, give the teacher the cup requested.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me the one that is hot." ___

(Return cup to table)

2. "Give me the one that is cold." ___

(Return cup to table)

3. "Give me the one that is warm." ___

19.2.1.1.1.0.3(173) Given three cloths (one wet, one dry, one oily), the student will touch each cloth and then, with 100% accuracy, give the teacher the cloth requested.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me the cloth that is wet." ___

(Return cloth to table)

2. "Give me the cloth that is dry." ___

(Return cloth to table)

3. "Give me the cloth that is oily." ___

19.2.1.1.1.0.4(174) Given a bag and six items (one blunt, one pointed, one rounded, one square, one thick, one thin), presented in six pairs, the student will touch each pair of objects placed in the bag and then, with 100% accuracy, give the teacher the object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Blunt pencil and sharp pencil)
1. "Touch the two objects without looking. Take out the one that is blunt." ___

(Stimuli: Ball and block)
2. "Touch the two objects without looking. Take out the one that is round." ___

(Stimuli: Thick book and thin book)
3. "Touch the two objects without looking. Take out the one that is thin." ___

(Stimuli: Blunt pencil and sharp pencil)
4. "Touch the two objects without looking. Take out the one that is sharp." ___

(Stimuli: Ball and block)
5. "Touch the two objects without looking. Take out the one that is square." ___

(Stimuli: Thick book and thin book)
6. "Touch the two objects without looking. Take out the one that is thick." ___

GUSTATORY

19.2.1.1.2.0.1(175) Given a candy bar, a lemon, a saltine, and coffee presented in four pairs, the student will taste the food items in each pair and then, with 100% accuracy, touch the food requested from each pair.

This objective is mastered when the student touches the underlined food in each pair in response to the teacher request for that pair:

(Stimuli: Candy bar and lemon)
1. "Touch the one that is sweet." ___

(Stimuli: Candy bar and coffee)
2. "Touch the one that is bitter." ___

(Stimuli: Saltine and lemon)
3. "Touch the one that is salty." ___

(Stimuli: Coffee and lemon)
4. "Touch the one that is sour." ___

OLFACTORY

19.2.1.1.3.0.1(176) Given a container of spoiled milk, a container of fresh milk, a piece of spoiled meat, and a piece of fresh meat, the student will smell each food item and then, with 100% accuracy, give the teacher each of the spoiled items.

This objective is mastered when the student hands the teacher the underlined foods in the set below:

1. Container of fresh milk, piece of spoiled meat, container of spoiled milk, piece of fresh meat ___

19.2.1.1.3.0.2(177) Given a blindfold, three objects, and three pictures showing each of the objects as it is burned, the student will smell each object burning while he is blindfolded and then, with 100% accuracy, touch the picture depicting each burning object after the blindfold is removed.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus: Burning meat)
1. Burning wood splinter, burning meat, burning wool ___

(Stimulus: Burning wool)
2. Burning wood splinters, burning meat, burning wool ___

(Stimulus: Burning wooden splinter)
3. Burning wood splinter, burning meat, burning wool ___

19.2.1.1.3.0.3(178) Given five identical opaque containers of liquid (one with lemon juice, one with water, one with perfume, one with vinegar, and one with a petroleum distillate), presented in three sets of three, the student will smell the liquids in each set and then, with 100% accuracy, touch the container in each set requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Water, vinegar, perfume)
1. "Touch the container that smells like perfume." ___

(Stimuli: Perfume, petroleum distillate, water)
2. "Touch the container that smells like gas." ___

(Stimuli: Lemon juice, water, vinegar)
3. "Touch the container that smells like a lemon." ___

POSITION IN SPACE

BODY IMAGE

19.2.1.2.1.0.1(179) Given an obstacle course with seven obstacles of different sizes and shapes, a starting point, and a stopping point, the student will, to the satisfaction of the teacher, walk from the starting point through the obstacle course to the stopping point without touching any of the obstacles.

This objective is mastered when the student:

1. Starts at starting point ___
2. Does not touch first obstacle ___
3. Does not touch second obstacle ___
4. Does not touch third obstacle ___
5. Does not touch fourth obstacle ___
6. Does not touch fifth obstacle ___
7. Does not touch sixth obstacle ___
8. Does not touch seventh obstacle ___
9. Walks through entire obstacle course ___

19.2.1.2.1.0.2(180) Given a hollow cylinder and an empty box, the student will, with 100% accuracy, either go through or around either the cylinder or the box when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Go through the cylinder." ___
2. "Go around the box." ___
3. "Go through the box." ___
4. "Go around the cylinder." ___

BODY PARTS

19.2.1.2.2.0.1(181) Given a request by the teacher, the student will, with 100% accuracy, touch either his head, arm, leg, stomach, hand, or his foot, in response to each of six directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch your head." ___
2. "Touch your arm." ___
3. "Touch your leg." ___
4. "Touch your stomach." ___
5. "Touch your hand." ___
6. "Touch your foot." ___

19.2.1.2.2.0.2(182) Given a request by the teacher, the student will, with 100% accuracy, touch either his eye, ear, nose, mouth, hair, finger, toe, or his teeth in response to each of eight directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch your eye." ___
2. "Touch your ear." ___
3. "Touch your nose." ___
4. "Touch your mouth." ___
5. "Touch your hair." ___
6. "Touch your finger." ___
7. "Touch your toe." ___
8. "Touch your teeth." ___

19.2.1.2.2.0.3(183) Given a request by the teacher, the student will, with 100% accuracy, name the head, arm, leg, hand, foot, stomach, eye, ear, nose, mouth, hair, finger, toe, and teeth when the teacher touches each of these body parts.

This objective is mastered when the student:

1. Names head ___
2. Names arm ___
3. Names leg ___
4. Names stomach ___
5. Names hand ___
6. Names foot ___
7. Names eye ___
8. Names ear ___
9. Names nose ___
10. Names mouth ___
11. Names hair ___
12. Names finger ___
13. Names toe ___
14. Names teeth ___

19.2.1.2.2.0.4(184) Given a request by the teacher, the student will, with 100% accuracy, touch either his ankle, eyebrow, neck, wrist, hip, knee, waist, armpit, earlobe, eyelash, fingernail, or his toenail, in response to each of twelve directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch your eyebrow." ___
2. "Touch your neck." ___
3. "Touch your wrist." ___
4. "Touch your ankle." ___
5. "Touch your hip." ___
6. "Touch your knee." ___
7. "Touch your waist." ___
8. "Touch your armpit." ___
9. "Touch your earlobe." ___
10. "Touch your eyelash." ___
11. "Touch your fingernail." ___
12. "Touch your toenail." ___

DIRECTIONALITY AND LATERALITY

19.2.1.2.3.0.1(185) Given five pairs of pictures (one picture in each pair showing an up movement or position and one picture in each pair showing a down movement or position), the student will, with 100% accuracy, touch the picture illustrating the up movement or position or the picture illustrating the down movement or position requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Boy with hand held up, boy with hand held down)
1. "Touch the picture of the boy with his hand up." ___

(Pictures: Girl climbing up slide stairs, girl climbing down slide stairs)
2. "Touch the picture of the girl going down the stairs." ___

(Pictures: Child with kite up in the air, child with kite down on the ground)
3. "Touch the picture of the kite up in the air." ___

(Pictures: Airplane with nose tilted up, airplane with nose tilted down)
4. "Touch the picture of the airplane going down." ___

(Pictures: Arrow pointing up, arrow pointing down)
5. "Touch the picture of the arrow pointing up." ___

19.2.1.2.3.0.2(186) Given five pairs of pictures (one picture in each pair showing a back view and one picture in each pair showing a front view), the student will, with 100% accuracy, touch the picture illustrating the back view or the picture illustrating the front view requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Front of car, back of car)
1. "Touch the picture of the front of the car." ___

(Pictures: Front of man, back of man)
2. "Touch the picture of the back of the man." ___

(Pictures: Front of shirt, back of shirt)
3. "Touch the picture of the front of the shirt." ___

(Pictures: Front of elephant, back of elephant)
4. "Touch the picture of the front of the elephant." ___

(Pictures: Front of T.V., back of T.V.)
5. "Touch the picture of the back of the T.V.." ___

19.2.1.2.3.0.3(187) Given five pairs of pictures (one picture in each pair depicting the concept "top" and one picture in each pair depicting the concept "bottom"), the student will, with 100% accuracy, touch the picture illustrating "top" or the picture illustrating "bottom" requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Man at top of mountain, man at bottom of mountain)
1. "Touch the picture of the man at the top of the mountain." ___

(Pictures: Man at bottom of ladder, man at top of ladder)
2. "Touch the picture of the man at the bottom of the ladder." ___

(Pictures: Man at top of building, man at bottom of building)
3. "Touch the picture of the man at the bottom of the building." ___

(Pictures: Child at top of slide, child at bottom of slide)
4. "Touch the picture of the child at the top of the slide." ___

(Pictures: Top of foot, bottom of foot)
5. "Touch the picture of the bottom of the foot." ___

19.2.1.2.3.0.4(188) Given five pairs of pictures (one picture in each pair showing an above position and one picture in each pair showing a below position), the student will, with 100% accuracy, touch the picture illustrating the above position or the picture illustrating the below position requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Boy with hands above head, boy with hands at side)
1. "Touch the picture of the boy with his hands above his head." ___

(Pictures: Cup is above saucer, cup is below saucer)
2. "Touch the picture in which the cup is below the saucer." ___

(Pictures: Bird above airplane, bird below airplane)
3. "Touch the picture in which the bird is below the airplane." ___

(Pictures: Kite above tree, kite below tree)
4. "Touch the picture in which the kite is above the tree." ___

(Pictures: Girl skipping rope [rope above girl], girl skipping rope [rope below girl])

5. "Touch the picture in which the rope is above the girl." ___

19.2.1.2.3.0.5(189) Given six objects (three of which can be gone over and three of which can be gone under), the student will, with 100% accuracy, either go over or under a specified object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Walk over the ball." (Ball on ground) ___
2. "Walk under the slide." ___
3. "Walk over the hurdle." (Low hurdle) ___
4. "Walk over the bat." (Bat on ground) ___
5. "Walk under the parallel bars." ___
6. "Walk under the ladder." ___

19.2.1.2.3.0.6(190) Given a box, a pencil, a ruler, a block, a book, and a crayon, the student will, with 100% accuracy, place each object either inside or outside the box when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Put the pencil inside the box." ___
2. "Put the book outside the box." ___
3. "Put the ruler inside the box." ___
4. "Put the crayon outside the box." ___
5. "Put the block outside the box." ___

19.2.1.2.3.0.7(191) Given a high shelf containing a ball, a block, and a book, and a low shelf containing a ball, a block, and a book, the student will, with 100% accuracy, touch the correct high or low object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the ball that is high." ___
2. "Touch the book that is low." ___
3. "Touch the ball that is low." ___
4. "Touch the block that is high." ___
5. "Touch the book that is high." ___
6. "Touch the block that is low." ___

19.2.1.2.3.0.8(192) Given a picture of a line of students and a picture of a train, the student will, with 100% accuracy, touch the beginning or end of the objects pictured when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the student standing at the end of the line." ___
2. "Touch the beginning of the train." ___
3. "Touch the student at the beginning of the line." ___
4. "Touch the end of the train." ___

19.2.1.2.3.0.9(193) Given a table and a chair, the student will, with 100% accuracy, place a part of his body either in front of or behind another part of his body or an object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Put your hands in front of your face." ___
2. "Put your hands behind your back." ___
3. "Stand behind the chair." ___
4. "Stand in front of the table." ___
5. "Put your hands behind your neck." ___

19.2.1.2.3.0.10(194) Given a chair, a table, a door, a fellow student, and a book, the student will, with 100% accuracy, stand either beside or next to each when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Stand next to the chair." ___
2. "Stand beside the book." ___
3. "Stand beside _______ (fellow student's name)." ___
4. "Stand next to the door." ___
5. "Stand beside the table." ___

19.2.1.2.3.0.11(195) Given three pairs of objects (two books, two pencils, two crayons) and a table, the student will, with 100% accuracy, touch the object in each pair which is near or the object which is far when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the book which is far." ___
2. "Touch the pencil which is far." ___
3. "Touch the crayon which is near." ___

19.2.1.2.3.0.12(196) Given a request by the teacher, the student will, with 100% accuracy, move or touch a right or left part of his body or move to the right or left in response to each of five directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Hold up your right hand." ___
2. "Touch your left foot." ___
3. "Raise your right foot." ___
4. "Take one step to the left." ___
5. "Raise your left hand." ___

MOTOR COORDINATION SKILLS

STATIONARY MOVEMENT

19.2.1.3.1.0.1(197) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper bending behavior by bending at the elbow, at the waist, and at the knee, after each bend is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Bend one arm 90° at the elbow.)
1. "Bend your arm just as I did." ___

(Bend forward 90° at waist.)
2. "Bend your waist just as I did." ___

(Sit on floor. Bend knee drawing foot up even with other knee.)
3. "Bend your knee just as I did." ___

19.2.1.3.1.0.2(198) Given a chair and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper reaching behavior by reaching for a chair with both of his arms and with his leg after each reach is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Reach for a chair with both arms.)
1. "Reach for the chair with your arms just as I did." ___

(Reach for a chair with one leg.)
2. "Reach for the chair with your leg just as I did." ___

19.2.1.3.1.0.3(199) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper crouching behavior by assuming a kneeling position with both hands on the ground in front of him.

This objective is mastered when the student:

1. Bends at knees ___
2. Places both knees on ground ___
3. Assumes kneeling position ___
4. Places both hands on ground in front of him ___
5. Crouches properly ___

19.2.1.3.1.0.4(200) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper kneeling behavior by bending at the knees and, with his knees touching the ground, maintaining an otherwise erect posture.

This objective is mastered when the student:

1. Bends at knees ___
2. Both knees rest on ground (floor) ___
3. Maintains erect posture (except for bent knees) ___
4. Kneels properly ___

19.2.1.3.1.0.5(201) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper squatting behavior by bending at the knees while keeping the knees from touching the ground and maintaining an otherwise erect posture.

This objective is mastered when the student:

1. Bends at knees ___
2. Keeps knees from touching ground ___
3. Maintains erect posture (except for bent knees) ___
4. Squats properly ___

19.2.1.3.1.0.6(202) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper twisting behavior by twisting his arm, his legs, and his waist after each twist is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Extend one arm parallel with floor. Twist the arm around the long axis of the bone.)
1. "Twist your arm just as I did." ___

(Sit down. Extend one leg. Twist the leg around the long axis of the bone.)
2. "Twist your leg just as I did." ___

(Twist your body around at the waist.)
3. "Twist your waist just as I did." ___

19.2.1.3.1.0.7(203) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper rotating behavior by rotating both arms, his head, and his waist around the appropriate axis after each rotation is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Extend arms forward, parallel to the ground. Rotate both arms in small circles.)
1. "Move your arms just as I did." ___

(Move your head in a circular pattern.)
2. "Move your head just as I did." ___

(Place your hands on your hips. Rotate in a circle at the waist without moving your legs.)
3. "Move your body just as I did." ___

19.2.1.3.1.0.8(204) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper swinging behavior by swinging his arms and his legs in a rhythmic manner after each swing is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Extend arms slightly at side. Swing arms back and forth.)
1. "Swing your arms just as I did." ___

(Swing either leg back and forth from the waist.)
2. "Swing your leg just as I did." ___

LOCOMOTION

19.2.1.3.2.0.1(205) Given a request and a demonstration, the student will, to the satisfaction of the teacher, crawl forward correctly for a distance of ten feet.

This objective is mastered when the student:

1. Gets down on hands and knees ___
2. Moves left arm and leg forward together ___
3. Moves right arm and leg forward together ___
4. Alternates sides of arm and leg movements ___
5. Crawls five feet ___
6. Crawls ten feet ___

19.2.1.3.2.0.2(206) Given a request and a demonstration, the student will, to the satisfaction of the teacher, walk correctly for a distance of ten yards.

This objective is mastered when the student:

1. Hangs hands at side ___
2. Swings arms in opposition to legs ___
3. Points toes straight ahead ___
4. Swings legs from hips ___
5. Lands on heels of feet ___
6. Pushes off with toes ___
7. Holds body straight ___
8. Walks correctly for five yards ___
9. Walks correctly for ten yards ___

19.2.1.3.2.0.3(207) Given a request and a demonstration, the student will, to the satisfaction of the teacher, run correctly for a distance of ten yards.

This objective is mastered when the student:

1. Inclines body forward ___
2. Alternates feet rhymically ___
3. Pushes off on rear foot ___
4. Lands on ball of front feet ___
5. Swings arms in opposition to legs ___
6. Points toes ahead ___
7. Runs correctly for five yards ___
8. Runs correctly for ten yards ___

19.2.1.3.2.0.4(208) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly leap over an obstacle six inches high.

This objective is mastered when the student:

1. Runs toward obstacle ___
2. Increases height of knee lift to clear obstacle ___
3. Leaps completely over obstacle ___
4. Does not break stride ___

19.2.1.3.2.0.5(209) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump over an obstacle six inches high.

This objective is mastered when the student:

1. Jumps from stationary standing position ___
2. Jumps from crouched position ___
3. Thrusts legs to propel body ___
4. Swings arms forward at same time as legs are thrust ___
5. Clears obstacle ___
6. Makes balanced landing ___

19.2.1.3.2.0.6(210) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump down from a six-inch elevation.

This objective is mastered when the student:

1. Thrusts with legs ___
2. Swings arms forward ___
3. Lands evenly on both feet ___
4. Bends knees slightly on landing ___

19.2.1.3.2.0.7(211) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump up to a six-inch elevation.

This objective is mastered when the student:

1. Begins from stationary position ___
2. Swings arms forward ___
3. Thrusts legs down ___
4. Lands on top of 6" elevation ___
5. Makes balanced landing ___

19.2.1.3.2.0.8(212) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop in place on one foot correctly for ten seconds.

This objective is mastered when the student:

1. Hops on one foot ___
2. Flexes knee of hopping leg ___
3. Makes balanced landings ___
4. Does not move around on floor (stays in place) ___
5. Hops for five seconds ___
6. Hops for ten seconds ___

19.2.1.3.2.0.9(213) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop forward on one foot correctly for a distance of ten feet.

This objective is mastered when the student:

1. Hops on one foot ___
2. Flexes knee of hopping leg ___
3. Makes balanced landings ___
4. Hops five feet ___
5. Hops ten feet ___

19.2.1.3.2.0.10(214) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop in place on alternate feet correctly for ten seconds.

This objective is mastered when the student:

1. Hops on one foot ___
2. Hops on other foot ___
3. Alternates hopping leg ___
4. Flexes knee of hopping leg ___
5. Makes balanced landings ___
6. Does not move around on floor (stays in place) ___
7. Repeats numbers 1-6 for five seconds ___
8. Repeats numbers 1-6 for ten seconds ___

19.2.1.3.2.0.11(215) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop forward on alternate feet correctly for a distance of ten feet.

This objective is mastered when the student:

1. Hops on one foot ___
2. Hops on other foot ___
3. Alternates hopping leg ___
4. Flexes knee of hopping leg ___
5. Makes balanced landings ___
6. Repeats numbers 1-5 for distance of five feet ___
7. Repeats numbers 1-5 for distance of ten feet ___

19.2.1.3.2.0.12(216) Given a request and a demonstration, the student will, to the satisfaction of the teacher, skip forward correctly for a distance of 15 feet.

This objective is mastered when the student:

1. Skips forward ___
2. Skips five feet ___
3. Skips ten feet ___
4. Skips fifteen feet ___

19.2.1.3.2.0.13(217) Given a request and a demonstration, the student will, to the satisfaction of the teacher, skip sideways correctly for a distance of 15 feet.

This objective is mastered when the student:

1. Pushes one foot to side ___
2. Draws other foot up to it ___
3. Repeats numbers 1 and 2 in rhythmic manner ___
4. Skips sideways ___
5. Skips five feet ___
6. Skips ten feet ___
7. Skips fifteen feet ___

19.2.1.3.2.0.14(218) Given a request and a demonstration, the student will, to the satisfaction of the teacher, gallop correctly for a distance of ten feet.

This objective is mastered when the student:

1. Moves forward ___
2. Uses long step followed by short closing hop ___
3. Keeps same foot forward for long step ___
4. Repeats numbers 1-3 in rhythmic manner ___
5. Gallops five feet ___
6. Gallops ten feet ___

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.2.0.15(219) Given a staircase and a demonstration, the student will, to the satisfaction of the teacher, walk up and down the staircase correctly.

This objective is mastered when the student:

1. Places one foot on first step ___
2. Places other foot on second step ___
3. Walks up remaining stairs alternating feet ___
4. Does not fall ___
5. Stops at top of stairs ___
6. Places one foot on top step ___
7. Places alternate foot on next step ___
8. Walks down remaining steps using alternate feet ___
9. Does not fall ___
10. Steps on the ground ___

19.2.1.3.2.0.16(220) Given a playground slide ladder and a demonstration, the student will, to the satisfaction of the teacher, climb up and down the playground slide ladder correctly.

This objective is mastered when the student:

1. Holds on with both hands ___
2. Steps up to first rung ___
3. Steps up one rung at time ___
4. Alternates lead foot up ladder ___
5. Moves hands up as climbing proceeds ___
6. Reaches top of ladder ___
7. Steps down one rung at time ___
8. Steps down alternating lead foot ___
9. Moves hands down as climbing proceeds ___
10. Reaches ground ___

OBJECT MOVEMENT

19.2.1.3.3.0.1(221) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper rolling behavior by rolling each ball to the teacher.

This objective is mastered when the student:

1. Rolls basketball to teacher (two hands) ___
2. Rolls volleyball to teacher (one hand) ___
3. Rolls softball to teacher (one hand) ___

19.2.1.3.3.0.2(222) Given a toy wheelbarrow and a wagon, the student will, to the satisfaction of the teacher, demonstrate proper pushing behavior by pushing the toy wheelbarrow and by pushing the wagon a distance of 20 feet to the teacher.

This objective is mastered when the student:

1. Pushes toy wheelbarrow ___
2. Pushes toy wheelbarrow ten feet ___
3. Pushes toy wheelbarrow 20 feet ___
4. Pushes toy wheelbarrow to teacher ___
5. Pushes wagon ___
6. Pushes wagon ten feet ___
7. Pushes wagon 20 feet ___
8. Pushes wagon to teacher ___

19.2.1.3.3.0.3(223) Given a rope and a wagon, the student will, to the satisfaction of the teacher, demonstrate proper pulling behavior by pulling the rope as in tug o' war and by pulling the wagon a distance of 20 feet to the teacher.

This objective is mastered when the student:

1. Pulls rope ___
2. Pulls rope as in tug o' war ___
3. Pulls wagon ___
4. Pulls wagon ten feet ___
5. Pulls wagon 20 feet ___
6. Pulls wagon to teacher ___

19.2.1.3.3.0.4(224) Given a standard hinged door, the student will, to the satisfaction of the teacher, demonstrate proper door opening and closing behavior by grasping the door handle (or knob), pulling/pushing the door open, walking through the doorway, and closing the door behind him.

This objective is mastered when the student:

1. Grasps door handle (knob) ___
2. Turns handle (knob) (if necessary) ___
3. Pulls/pushes door open ___
4. Walks through doorway ___
5. Closes door behind him ___

19.2.1.3.3.0.5(225) Given a soccer ball or a kickball and three demonstrations, the student will, to the satisfaction of the teacher, demonstrate proper kicking behavior by kicking the ball in three different ways.

This objective is mastered when the student responds correctly to each of the requests below:

(Place the kickball on the ground directly in front of your foot. Kick the ball.)

1. "Kick the ball just as I did." ___

(Place the kickball on the ground approximately five feet in front of you. Run and kick the ball.)

2. "Run and kick the ball just as I did." ___

(Have the student or another person roll the ball to you. Kick the ball.)

3. "Kick the ball just as I did when I roll it to you." ___
   (Teacher stands about 20 feet in front of the student and rolls the ball to student.)

19.2.1.3.3.0.6(226) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper underhand throwing behavior by throwing each ball underhand a distance of ten feet to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Throw the playground ball using both hands in an underhand throw.)

1. "Throw the big ball to me just like I threw it to you." ___
2. Throws ball ten feet ___

(Throw the softball using one hand in an underhand throw.)

3. "Throw the softball to me just like I threw it to you." ___
4. Throws ball ten feet ___

(Throw the paddle ball using one hand in an underhand throw.)

5. "Throw the little ball to me just like I threw it to you." ___
6. Throws ball ten feet ___

19.2.1.3.3.0.7(227) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper overhand throwing behavior by throwing each ball overhand a distance of ten feet to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Throw the playground ball using two hands in an overhand throw.)

1. "Throw the big ball to me just as I threw it to you." ___
2. Throws ball ten feet ___

(Throw the softball using one hand in an overhand throw.)

3. "Throw the softball to me just as I threw it to you." ___
4. Throws ball ten feet ___

(Throw the paddle ball using one hand in an overhand throw.)

5. "Throw the little ball to me just as I threw it to you." ___
6. Throws ball ten feet ___

19.2.1.3.3.0.8(228) Given a beanbag, a softball, and a playground ball, the student will, to the satisfaction of the teacher, demonstrate proper catching behavior by catching each of the three objects when bounced or thrown to him one at a time by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Catch the ball when I bounce it to you." ___
(Bounce playground ball to student.)

2. "Catch the ball when I throw it to you." ___
(Throw playground ball to student.)

3. "Catch the ball when I throw it to you." ___
(Throw softball to student.)

4. "Catch the bean bag when I throw it to you." ___
(Throw bean bag to student.)

19.2.1.3.3.0.9(229) Given a tennis ball and racket, a softball, a volleyball, a bat, a T-ball stand, and six demonstrations, the student will, to the satisfaction of the teacher, demonstrate proper hitting behavior by hitting each ball with a hand, fist, and/or implement.

This objective is mastered when the student responds correctly to each of the requests below:

(Hit the tennis ball with the palm of your hand using an underhand swinging motion.)
1. "Hit the tennis ball with your hand just as I did." ___

(Hit the volleyball with a clenched fist using an underhand swinging motion.)
2. "Hit the volleyball with your hand just as I did." ___

(Punch the volleyball with a clenched fist using an overhand punching swing.)
3. "Hit the volleyball with your hand just as I did." ___

(Place the softball on the T-ball stand and hit it with the bat.)
4. "Hit the softball just as I did." ___

(Hit the tennis ball using an underhand swing of the racket.)
5. "Hit the tennis ball just as I did." ___

(Hit the tennis ball using an overhand swing of the racket.)
6. "Hit the tennis ball just as I did." ___

COORDINATED EXERCISE MOVEMENT

19.2.1.3.4.0.1(230) Given a request and a demonstration, the student will, to the satisfaction of the teacher, run in place correctly for 15 seconds.

This objective is mastered when the student:

1. Runs in place ___
2. Runs in place for five seconds ___
3. Runs in place for ten seconds ___
4. Runs in place for fifteen seconds ___

19.2.1.3.4.0.2(231) Given a request and a demonstration, the student will, to the satisfaction of the teacher, touch his toes five times without bending his knees.

This objective is mastered when the student:

1. Touches toes one time ___
2. Does not bend knees ___
3. Touches toes three times ___
4. Does not bend knees ___
5. Touches toes five times ___
6. Does not bend knees ___

19.2.1.3.4.0.3(232) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do big and small arm circles after each arm circle is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stretch your arms out to the side. Rotate your arms to inscribe small circles for five seconds.)

1. "Make small circles with your arms just as I did, until I tell you to stop." ___

(Stretch your arms out to the side. Rotate your arms to inscribe large circles for five seconds.)

2. "Make big circles with your arms just as I did, until I tell you to stop." ___

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.4.0.4(233) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten twist and reaches correctly.

This objective is mastered when the student:

1. Stretches arms out to side ___
2. Twists to one side ___
3. Twists to other side ___
4. Does three twist and reaches correctly ___
5. Does five twist and reaches correctly ___
6. Does seven twist and reaches correctly ___
7. Does ten twist and reaches correctly ___

19.2.1.3.4.0.5(234) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten sit-ups correctly.

This objective is mastered when the student:

1. Places hands behind head ___
2. Sits up ___
3. Touches knees with elbows ___
4. Does not bend knees ___
5. Does one sit-up correctly ___
6. Does three sit-ups correctly ___
7. Does five sit-ups correctly ___
8. Does seven sit-ups correctly ___
9. Does ten sit-ups correctly ___

19.2.1.3.4.0.6(235) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do five push-ups correctly.

This objective is mastered when the student:

1. Uses sex appropriate form ___
2. Does one push-up correctly ___
3. Does three push-ups correctly ___
4. Does five push-ups correctly ___

19.2.1.3.4.0.7(236) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten jumping-jacks correctly.

This objective is mastered when the student:

1. Raises arms correctly ___
2. Spreads legs correctly ___
3. Jumps ___
4. Coordinates numbers 1-3 ___
5. Does one jumping-jack correctly ___
6. Does three jumping-jacks correctly ___
7. Does five jumping-jacks correctly ___
8. Does seven jumping-jacks correctly ___
9. Does ten jumping-jacks correctly ___

VISUAL MOTOR COORDINATION

19.2.1.3.5.0.1(237) Given a book, a block, a pencil, and a quarter, the student will, to the satisfaction of the teacher, grasp and pick up each object designated by the teacher, by extending an open hand, placing his fingers around the object, picking up the object from the table, and handing it to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

"Give me the book."
1. Grasps book ___
2. Picks up book from table ___
3. Hands book to teacher ___
4. Does not drop book ___

"Give me the block."
5. Grasps block ___
6. Picks up block from table ___
7. Hands block to teacher ___
8. Does not drop block ___

"Give me the pencil."
9. Grasps pencil ___
10. Picks up pencil from table ___
11. Hands pencil to teacher ___
12. Does not drop pencil ___

"Give me the quarter."
13. Grasps quarter ___
14. Picks up quarter from table ___
15. Hands quarter to teacher ___
16. Does not drop quarter ___

19.2.1.3.5.0.2(238) Given a path of ten rubber squares marked with Xs on the floor, the student will, to the satisfaction of the teacher, begin at the starting point, walk along the path, and step on each X with the appropriate foot until he has reached the end of the path.

This objective is mastered when the student:

1. Places one foot on first X ___
2. Places other foot on second X ___
3. Places first foot on third X ___
4. Places second foot on fourth X ___
5. Places first foot on fifth X ___
6. Places second foot on sixth X ___
7. Places first foot on seventh X ___
8. Places second foot on eighth X ___
9. Places first foot on ninth X ___
10. Places second foot on tenth X ___
11. Places only one foot on square at time ___
12. Walks along path ___
13. Does not stumble or fall ___

19.2.1.3.5.0.3(239) Given a wooden mallet, a wooden pounding board, and four wooden pegs standing in the board, the student will, to the satisfaction of the teacher, pound the top of each peg with the mallet until each peg is flush with the top of the pounding board.

This objective is mastered when the student:

1. Holds mallet by handle in one hand ___
2. Pounds peg with mallet ___
3. Pounds peg with face of mallet ___
4. Peg flush with pounding board ___
5. Repeats numbers 1-4 for second peg ___
6. Repeats numbers 1-4 for third peg ___
7. Repeats numbers 1-4 for fourth peg ___

19.2.1.3.5.0.4(240) Given a primary wooden jigsaw puzzle with between three to seven pieces, the student will, to the satisfaction of the teacher, assemble the puzzle.

This objective is mastered when the student:

1. Picks up puzzle piece ___
2. Does not pick up puzzle board ___
3. Puts piece of puzzle in proper place ___
4. Repeats numbers 1-3 until puzzle completed ___

19.2.1.3.5.0.5(241) Given an individual-size pegboard and ten pegs, the student will, to the satisfaction of the teacher, place the ten pegs in a horizontal row across the top of the pegboard.

This objective is mastered when the student:

1. Picks up peg ___
2. Does not pick up pegboard ___
3. Places peg in hole ___
4. Repeats numbers 1-3 for ten pegs ___
5. Pegs in proper holes ___

19.2.1.3.5.0.6(242) Given ten wooden primary beads and a lace appropriate for stringing, the student will, to the satisfaction of the teacher, string the ten beads on the lace.

This objective is mastered when the student:

1. Picks up bead ___
2. Picks up string ___
3. Strings one bead ___
4. Strings three beads ___
5. Strings five beads ___
6. Strings seven beads ___
7. Strings ten beads ___

RHYTHM AND BALANCE

19.2.1.3.6.0.1(243) Given a request by the teacher, the student will, to the satisfaction of the teacher, either run, walk, or clap fast or slow, in response to each of six directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Run slowly." ___
2. "Clap fast." ___
3. "Walk fast." ___
4. "Walk slowly." ___
5. "Clap slowly." ___
6. "Run fast." ___

19.2.1.3.6.0.2(244) Given a 30 second tape recording of any sound with a measured beat, four beats to a measure, the student will, to the satisfaction of the teacher, within 10 seconds clap his hands or tap his feet in time with the beat for the duration of the tape recording.

This objective is mastered when the student:

1. Begins clapping/tapping within ten seconds of beginning of tape ___
2. Claps/taps accurately four beats to measure ___
3. Continues clapping/tapping for duration of tape recording ___

19.2.1.3.6.0.3(245) Given a balance board six feet long and six inches wide placed on the floor, the student will, to the satisfaction of the teacher, walk the entire length of the board by placing one foot in front of the other without touching the floor with his feet, falling, or stepping off the board.

This objective is mastered when the student:

1. Steps up on board ___
2. Places one foot in front of other ___
3. Walks entire length of board ___
4. Does not touch floor with his feet ___
5. Does not fall ___
6. Steps off at end of board ___

19.2.1.3.6.0.4(246) Given a balance board six feet long and six inches wide placed six inches off the floor, the student will, to the satisfaction of the teacher, walk the entire length of the board by placing one foot in front of the other without touching the floor with his feet, falling, or stepping off the board.

This objective is mastered when the student:

1. Steps up on board ___
2. Places one foot in front of other ___
3. Walks entire length of board ___
4. Does not touch floor with his feet ___
5. Does not fall ___
6. Steps off at end of board ___

RECREATION AND SPORTS

SWIMMING - POOL ENTRY

19.2.1.4.1.0.1(247) Given a swimming pool with a hand railing and entry steps, the student will, to the satisfaction of the teacher, wet his body by walking down the steps, holding onto the hand railing until he reaches the floor of pool, taking a deep breath, and submerging his entire body so that he is completely wet.

This objective is mastered when the student:

1. Walks down steps ___
2. Holds onto railing until he reaches floor of pool ___
3. Takes deep breath ___
4. Submerges entire body ___

19.2.1.4.1.0.2(248) Given a swimming pool, the student will, to the satisfaction of the teacher, jump into the pool by bending his knees, holding his arms out in a horizontal position, pushing off the edge of the pool with his feet, and clearing the edge of the pool.

This objective is mastered when the student:

1. Bends knees ___
2. Holds arms out in horizontal position ___
3. Pushes off the edge of pool with his feet ___
4. Jumps into pool ___
5. Clears edge safely ___

19.2.1.4.1.0.3(249) Given a swimming pool, the student will, to the satisfaction of the teacher, hold his breath by standing in chest deep water, taking a deep breath, putting his head under the water, and holding his breath for five seconds.

This objective is mastered when the student:

1. Stands in chest deep water ___
2. Takes deep breath ___
3. Puts head under water ___
4. Holds breath for five seconds___

19.2.1.4.1.0.4(250) Given a swimming pool, the student will, to the satisfaction of the teacher, breathe rhythmically by holding the instructor's hands, taking a deep breath, putting his face in the water, exhaling in the water, and coming up for air three times.

This objective is mastered when the student:

1. Holds instructor's hands ___
2. Takes deep breath ___
3. Puts face in water ___
4. Exhales under water ___
5. Repeats numbers 2-4 second time ___
6. Repeats numbers 2-4 third time ___

19.2.1.4.1.0.5(251) Given a swimming pool, the student will, to the satisfaction of the teacher, dive by standing on the edge of the pool, bending his knees slightly, bringing his chin down to his chest, extending his hands straight out over his head, pushing off from the edge of the pool with his feet as his hands enter the water, and clearing the edge of the pool.

This objective is mastered when the student:

1. Stands on edge of pool ___
2. Bends knees slightly ___
3. Brings chin to chest ___
4. Extends hands straight out over head ___
5. Pushes off from edge with feet as hands enter water ___
6. Clears edge of pool safely ___

SWIMMING - FLOATING AND GLIDING

19.2.1.4.2.0.1(252) Given a swimming pool, the student will, to the satisfaction of the teacher, prone float by holding on to the instructor's hands or wrists, taking and holding a deep breath, and gradually straightening his body, so that the entire front of his body with arms extended over his head is lying flat on the surface of the water and remains there for three seconds after the instructor's support is withdrawn.

This objective is mastered when the student:

BASIC SKILLS
SENSORY MOTOR SKILLS

1. Holds instructor's hands or wrists ___
2. Takes and holds deep breath ___
3. Straightens body ___
4. Lies flat on water (face down) ___
5. Has arms extended over head ___
6. Remains in floating position for three seconds (without support) ___

19.2.1.4.2.0.2(253) Given a swimming pool, the student will, to the satisfaction of the teacher, back float by lying flat on his back on the surface of the water with the support of the instructor's shoulders and arms, and remaining on the water surface for three seconds after the instructor's support is withdrawn.

This objective is mastered when the student:

1. Lies flat on back (supported by instructor) ___
2. Remains in floating position for three seconds (without support) ___

19.2.1.4.2.0.3(254) Given a swimming pool, the student will, to the satisfaction of the teacher, prone glide for a distance of five feet by standing in waist deep water, leaning forward with his arms extended and his hands together until his shoulders are below the water surface, taking a deep breath, placing his head in the water, and pushing off from the floor so that his feet do not touch the floor of the pool.

This objective is mastered when the student:

1. Stands in waist deep water ___
2. Leans forward ___
3. Has arms extended ___
4. Has hands together ___
5. Has shoulders below water surface ___
6. Takes deep breath ___
7. Places head in water ___
8. Pushes off from floor ___

9. Glides for distance of five feet ___
10. Does not touch floor of pool ___

19.2.1.4.2.0.4(255) Given a swimming pool, the student will, to the satisfaction of the teacher, back glide for a distance of five feet by holding onto the edge of the pool with both hands, placing both feet against the wall of the pool, keeping his head back with his ears in the water, removing his hands from the edge, straightening his knees, and pushing away from the wall so that his feet do not touch the floor of the pool.

This objective is mastered when the student:

1. Holds onto edge of pool with both hands ___
2. Places both feet against wall of pool ___
3. Places head back with ears in water ___
4. Removes hands from pool edge ___
5. Straightens knees ___
6. Pushes away from wall ___
7. Glides for distance of five feet ___
8. Does not touch floor of pool ___

SWIMMING SKILLS

19.2.1.4.3.0.1(256) Given a swimming pool, the student will, to the satisfaction of the teacher, prone kick for a distance of five feet by assuming the prone float position with his arms extended over his head and alternately flutter kicking each leg from the hips.

This objective is mastered when the student:

1. Assumes prone float position ___
2. Extends arms over head ___
3. Alternately flutter kicks each leg from hips ___
4. Prone floats for distance of five feet ___

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.4.3.0.2(257) Given a swimming pool, the student will, to the satisfaction of the teacher, back kick for a distance of five feet by initiating a back glide, bringing his arms to his sides, and alternately flutter kicking each leg from the hips.

This objective is mastered when the student:

1. Initiates back glide ___
2. Brings arms to sides ___
3. Alternately flutter kicks each leg from hips ___
4. Back floats for distance of five feet ___

19.2.1.4.3.0.3(258) Given a swimming pool, the student will, to the satisfaction of the teacher, prone arm stroke three times, by extending the front part of his body flat on the surface of the water, extending his arms forward, pulling one arm down and back almost to the legs, recovering along the side to the extended position, and repeating this pulling and recovering motion.

This objective is mastered when the student:

1. Extends front part of body flat on surface of water ___
2. Extends arms forward ___
3. Pulls one arm down and back almost to legs ___
4. Recovers along side to extended position ___
5. Pulls other arm down and back almost to legs ___
6. Recovers along side to extended position ___
7. Repeats numbers 3-6 second time ___
8. Repeats numbers 3-6 third time ___

19.2.1.4.3.0.4(259) Given a swimming pool, the student will, to the satisfaction of the teacher, prone breathe twice by lying on his stomach on the surface of the water, initiating a prone arm stroke, turning his face to one side until his mouth clears the water, and taking a breath as the arm on that side comes out of the water at the end of the recovery.

This objective is mastered when the student:

1. Lies flat on stomach on surface of water ___
2. Moves arms in prone arm stroke ___
3. Turns face to one side so mouth clears water ___
4. Takes breath as arm on that side comes out of water at end of recovery ___
5. Repeats numbers 2-4 second time ___

19.2.1.4.3.0.5(260) Given a swimming pool, the student will, to the satisfaction of the teacher, back-arm fin for a distance of five feet by lying on his back on the surface of the water with his arms at his sides, flutter kicking with his feet, and moving his hands back and forth.

This objective is mastered when the student:

1. Lies on back on surface of water ___
2. Arms by sides ___
3. Flutter kicks with feet ___
4. Moves hands back and forth ___
5. Back arm fins for distance of five feet ___

SWIMMING APPLIED

19.2.1.4.4.0.1(261) Given a 30 minute swimming period in a swimming pool, the student will, to the satisfaction of the teacher, stay in the pool area, walk (not run) in the area when not in the pool, interact properly with the other students, enter the pool properly, and leave the pool properly by either using the stairs and hand-rail or by climbing out on the side, for the entire period.

This objective is mastered when the student:

1. Enters pool area ___
2. Walks, does not run, in pool area (outside pool) ___
3. Interacts with others safely ___
4. Enters water safely ___

5. Uses stairs and handrail to leave pool
OR
Climbs out on side of pool safely ___

6. Stays in pool area for 30 minutes ___

7. Behaves safely for 30 minutes ___

19.2.1.4.4.0.2(262) Given a swimming pool, the student will, to the satisfaction of the teacher, turn from his stomach to his back while in a prone position, by rolling away from the extended arm, turning the side of the body opposite the extended arm under, turning the extended arm side of his face up and away from the water, and rolling over onto his back, without touching the bottom of the pool.

This objective is mastered when the student:

1. Swims in prone position ___
2. Rolls away from extended arm ___
3. Turns side of his body opposite extended arm under water ___
4. Turns extended arm side of face up and away from water ___
5. Rolls over onto back ___
6. Does not touch bottom of pool ___

19.2.1.4.4.0.3(263) Given a swimming pool, the student will, to the satisfaction of the teacher, change directions while in a prone position by moving his head in the direction of the turn and gradually stroking with his arms in the same direction until he has completed a 180° turn, without touching the bottom of the pool.

This objective is mastered when the student:

1. Lies in prone position ___
2. Moves head in direction of turn ___
3. Strokes with his arms in same direction ___
4. Completes 180° turn ___
5. Does not touch bottom of pool ___

CYCLE USE

19.2.1.4.5.0.1(264) Given a tricycle and a riding course five feet wide and 50 yards long with designated boundaries, the student will, to the satisfaction of the teacher, ride the tricycle the length of the course by getting on, sitting upright on the tricycle with his hands on the handlebars and his feet on the pedals, pedaling the pedals while at the same time steering the tricycle, stopping the tricycle, and getting off the tricycle, without hurting himself or going off the course.

This objective is mastered when the student:

1. Gets on tricycle ___
2. Sits in upright position ___
3. Grasps handlebars ___
4. Places one foot on each pedal ___
5. Steers tricycle while pedaling ___
6. Keeps feet on pedals ___
7. Keeps hands on handlebars ___
8. Rides 25 yards ___
9. Rides 50 yards ___
10. Stops tricycle ___
11. Gets off tricycle ___
12. Does not hurt self ___
13. Stops within boundaries of course ___

19.2.1.4.5.0.2(265) Given a bicycle and a riding course five feet wide and 100 yards long with designated boundaries, the student will, to the satisfaction of the teacher, ride the bicycle the length of the course by getting on, sitting upright on the bicycle with his hands on the handlebars and his feet on the pedals, pedaling the pedals while at the same time steering the bicycle, stopping the bicycle by putting on the brakes, and getting off the bicycle, without hurting himself or going off the course.

This objective is mastered when the student:

1. Gets on bicycle ___
2. Sits in upright position ___
3. Grasps handlebars ___
4. Places one foot on each pedal ___
5. Steers bicycle while pedaling ___
6. Keeps feet on pedals ___
7. Keeps hands on handlebars ___
8. Rides 50 yards ___

9. Rides 100 yards ___

10. Puts on brakes to stop bicycle ___

11. Gets off bicycle ___

12. Does not hurt self ___

13. Stays within boundaries of course ___

19.2.1.4.5.0.3(266) Given a bicycle and a marked course on which to ride, the student will, to the satisfaction of the teacher, ride the bicycle on the correct side of the road, obey all the traffic signs, give the appropriate hand signals for turns and stops, and keep his hands on the handlebars, except when giving hand signals, for the entire length of the course.

This objective is mastered when the student:

1. Rides on correct side of road ___
2. Obeys all traffic signs ___
3. Keeps hands on handlebars except when giving signals ___
4. Gives correct hand signals ___
5. Rides entire length of course ___

USE OF PLAYGROUND EQUIPMENT

19.2.1.4.6.0.1(267) Given a slide, the student will, to the satisfaction of the teacher, use the slide by climbing the rungs of the slide one at a time, holding on to the side and top rails, sitting (facing forward) on the platform at the top of the slide, pushing forward, sliding down to the bottom, and standing up and away from the slide.

This objective is mastered when the student:

1. Waits until slide is not in use ___
2. Holds one rail with each hand ___
3. Climbs one rung at a time ___
4. Climbs to top of slide ___
5. Holds onto top rails ___
6. Sits on platform at top of slide ___

7. Sits facing forward ___
8. Pushes forward ___
9. Slides down to bottom ___
10. Stands up and away from slide ___

19.2.1.4.6.0.2(268) Given a swing set, the student will, to the satisfaction of the teacher, swing by sitting in the swing, holding onto the chains of the swing, pushing the ground with his feet, continuing by pumping with a forward and backward motion of the legs until he is swinging, gradually slowing to a stop, and getting off the swing.

This objective is mastered when the student:

1. Sits on swing ___
2. Holds one chain of swing in each hand ___
3. Pushes off with foot ___
4. Continues pumping with forward and backward motion of legs ___
5. Slows swing down gradually to stop ___
6. Gets off swing ___

19.2.1.4.6.0.3(269) Given a merry-go-round, the student will, to the satisfaction of the teacher, ride the merry-go-round by holding onto the rail with both hands, placing one foot on the platform, pushing off the ground with the other foot until he is going around in a circular motion, dragging his foot on the ground to slow to a stop, and getting off the merry-go-round.

This objective is mastered when the student:

1. Holds onto rail with both hands ___
2. Places one foot on platform ___
3. Pushes off ground with other foot ___
4. Pushes until going around in circular motion ___
5. Lifts foot and rides merry-go-round ___
6. Drags foot on ground to slow down to stop ___
7. Gets off merry-go-round ___

19.2.1.4.6.0.4(270) Given a see-saw and a partner, the student will, to the satisfaction of the teacher, see-saw by maintaining the balance of the board (holding onto board or handle) while he and his partner get on, straddling the board so that he faces his partner, gently pushing off from the ground with his feet, keeping both hands on the handlebar or board, stop pushing off from the ground until the up and down motion is stopped and the board is balanced, and maintaining the balance of the board while he and his partner get off the see-saw.

This objective is mastered when the student:

1. Maintains balance of board until other student gets on ___
2. Gets on see-saw ___
3. Maintains balance of board ___
4. Straddles board ___
5. Faces partner ___
6. Holds onto board or handle with both hands ___
7. Pushes off from ground with his feet ___
8. Stops pushing off from ground ___
9. Stops up and down motion ___
10. Maintains balance of board while other student gets off ___
11. Maintains balance of board while he gets off ___

19.2.1.4.6.0.5(271) Given a set of monkey bars, the student will, to the satisfaction of the teacher, climb the monkey bars by stepping on a low rung while at the same time grasping a higher bar, stepping up to a higher rung, repeating this procedure until he reaches the top, and then descend the monkey bars by placing his foot on a lower rung, moving his hands down, and repeating this procedure until he reaches the ground.

This objective is mastered when the student:

1. Grasps high bar ___
2. Grasps bar with both hands ___
3. Steps on lower rung ___
4. Steps up to higher bar ___
5. Moves hands up ___
6. Grasps higher bar ___
7. Repeats numbers 4-6 until he reaches top ___
8. Places foot on lower rung ___
9. Moves hands down ___
10. Steps down to lower rung ___
11. Repeats numbers 8-10 until he reaches ground ___

19.2.1.4.6.0.6(272) Given a 30 minute recreational period on a playground with playground equipment, the student will, to the satisfaction of the teacher, stay within the boundaries of the playground and properly use the playground equipment for the entire period.

This objective is mastered when the student:

1. Remains safe distance from playground equipment in use ___
2. Walks through playground area (does not run) ___
3. Uses playground equipment properly ___
4. Uses foreign objects on playground in acceptable way (may not apply) ___
5. Stays within boundaries of playground ___
6. Behaves safely for 30 minutes ___

ORGANIZED SPORTS

19.2.1.4.7.0.1(273) Given a dodge ball and a playing area, the student will, to the satisfaction of the teacher, play a game of dodge ball by remaining in the playing area and throwing or dodging the ball in accordance with the rules of the game.

This objective is mastered when the student:

1. Throws ball at other players ___
2. Stays behind end line ___
3. Catches ball ___
4. Dodges ball ___
5. Stays within boundaries ___
6. Plays until hit with ball ___
7. Retires self to sideline when put out ___
8. Obeys rules of game ___

19.2.1.4.7.0.2(274) Given a kickball, four bases, and a kickball diamond, the student will, to the satisfaction of the teacher, play kickball for three innings by kicking the ball, running to the appropriate base, changing sides in accordance with the rules of the game, catching the ball, throwing the ball, and remaining in the playing area.

This objective is mastered when the student:

1. Kicks ball ___
2. Kicks only in turn ___
3. Runs to correct base(s) ___
4. Retires when put out ___
5. Does not get in way of other student up to kick ___
6. Changes sides ___
7. Catches ball after it has been kicked ___
8. Throws ball to another player ___
9. Stays within play area ___
10. Obeys rules of game ___
11. Plays for three complete innings ___

19.2.1.4.7.0.3(275) Given a bowling ball, bowling pins, and a bowling alley, the student will, to the satisfaction of the teacher, bowl for three frames by rolling the ball down the bowling alley in the direction of the bowling pins and taking turns with his opponents in accordance with the rules of the game.

This objective is mastered when the student:

1. Holds bowling ball correctly ___
2. Rolls ball down alley ___
3. Does not throw ball ___
4. Does not cross line ___
5. Obeys rules of game ___
6. Repeats numbers 1-5 second frame ___
7. Repeats numbers 1-5 third frame ___

19.2.1.4.7.0.4(276) Given a basketball, a basketball pole and hoop, and a playing area, the student will, to the satisfaction of the teacher, play basketball for a ten minute period by remaining within the playing area, dribbling, passing, catching, shooting, and rebounding.

This objective is mastered when the student:

1. Dribbles ball ___
2. Passes ball to another player ___
3. Catches ball ___
4. Shoots ball at basket ___
5. Tries to get ball on rebound ___
6. Stays within playground area ___

7. Obeys rules of game ___ 8. Plays for entire 10 minute period ___

19.2.1.4.7.0.5(277) Given a softball bat, a softball, four bases, and a softball diamond, the student will, to the satisfaction of the teacher, play softball for three innings by hitting the ball with the bat, running to the appropriate base, changing sides in accordance with the rules of the game, catching the ball, throwing the ball, and remaining in the playing area.

This objective is mastered when the student:

1. Holds bat correctly ___
2. Swings at pitched ball ___
3. Runs to correct base (if he hits ball) ___
4. Retires when put out ___
5. Does not get in way of other student at bat ___
6. Changes sides in accordance with rules ___
7. Catches ball (may not apply) ___
8. Throws ball to another player (may not apply) ___
9. Stays within playing area ___
10. Obeys rules of game ___
11. Plays for three complete innings ___

BASIC SKILLS COMPETENCY

COMMUNICATION SKILLS

LISTENING

AUDITORY DISCRIMINATION

19.2.2.1.1.0.1(278) Given a tape recorder and a pre-recorded tape of ten loud and soft sounds, the student will, with 100% accuracy, raise his hand when he hears a loud sound and put his hand in his lap when he hears a soft sound.

This objective is mastered when the student:

1. Raises hand for one loud sound ___
2. Raises hand for each loud sound ___
3. Puts hand in lap for one soft sound ___
4. Puts hand in lap for each soft sound ___

19.2.2.1.1.0.2(279) Given a tape recorder and a pre-recorded tape of three sets of four sounds (the first sound in each set being a stimulus sound), the student will, with 100% accuracy, raise his hand the second time he hears the stimulus sound in each set.

This objective is mastered when the student raises his hand when he hears the correct sound in each set below:

(Stimulus sound: Cow)
1. Dog, Cow, Bird ___

(Stimulus sound: Siren)
2. Siren, Lawnmower, Car ___

(Stimulus sound: Woman's voice)
3. Baby, Man's voice, Woman's voice ___

19.2.2.1.1.0.3(280) Given a tape recorder and a pre-recorded tape of ten high and low frequency sounds, the student will, with 100% accuracy, raise his hand when he hears a high sound and put his hand in his lap when he hears a low sound.

This objective is mastered when the student:

1. Raises hand for one high sound ___

2. Raises hand for each high sound ___

3. Puts hand in lap for one low sound ___

4. Puts hand in lap for each low sound ___

AUDITORY FIGURE-GROUND

19.2.2.1.2.0.1(281) Given a tape recorder and a pre-recorded tape of three stimulus sounds against background noises, the student will, with 100% accuracy, raise his hand when he hears the stimulus sound.

This objective is mastered when the student:

(Stimulus sound: bell)
1. Raises hand when he hears bell sound against background noise ___

(Stimulus sound: knocking)
2. Raises hand when he hears knocking sound against background noise ___

(Stimulus sound: flute)
3. Raises hand when he hears flute sound against background noise ___

19.2.2.1.2.0.2(282) Given a tape recorder and a pre-recorded tape of three stimulus words spoken against background noises, the student will, with 100% accuracy, raise his hand when he hears the stimulus word.

This objective is mastered when the student:

(Stimulus word: "head")
1. Raises hand when he hears word "head" against background noise ___

(Stimulus word: "airplane")
2. Raises hand when he hears word "airplane" against background noise ___

(Stimulus word: "monkey")
3. Raises hand when he hears word "monkey" against background noise ___

AUDITORY ASSOCIATION

19.2.2.1.3.0.1(283) Given a tape recorder, a pre-recorded tape of three mechanical sounds, and three sets of three pictures, the student will, with 100% accuracy, touch the one picture in each set which depicts the source of the mechanical sound.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus sound: car)
1. Flower, car, bird ___

(Stimulus sound: bell)
2. Bell, dog, tree ___

(Stimulus sound: typewriter)
3. Radio, typewriter, roller skates ___

19.2.2.1.3.0.2(284) Given a tape recorder, a pre-recorded tape of three animal sounds, and three sets of three pictures, the student will, with 100% accuracy, touch the one picture in each set which depicts the source of the animal sound.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus sound: duck)
1. Rabbit, dog, duck ___

(Stimulus sound: bird)
2. Fish, bird, mouse ___

(Stimulus sound: cat)
3. Cat, frog, squirrel ___

19.2.2.1.3.0.3(285) Given a tape recorder, a pre-recorded tape of three voices, and a set of five pictures, the student will, with 100% accuracy, touch the picture which depicts the source of each pre-recorded voice.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus voice: little girl)
1. Little girl, little boy, baby, lady, man ___

(Stimulus voice: man)
2. Little girl, little boy, baby, lady, man ___

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BASIC SKILLS
COMMUNICATION SKILLS

(Stimulus voice: lady)
3. Little girl, little boy, baby, lady, man ___

AUDITORY SEQUENTIAL MEMORY

19.2.2.1.4.0.1(286) Given a situation in which the teacher requests the student to follow verbal directions with two separate steps, the student will, with 100% accuracy, follow the directions by doing both steps accurately and in the proper order.

This objective is mastered when the student:

1. Does first step of directions ___
2. Does second step of directions ___
3. Does two steps in order ___

19.2.2.1.4.0.2(287) Given a situation in which the teacher requests the student to follow verbal directions with three separate steps, the student will, with 100% accuracy, follow the directions by doing each of the three steps accurately and in the proper order.

This objective is mastered when the student:

1. Does first step of directions ___
2. Does second step of directions ___
3. Does third step of directions ___
4. Does three steps in order ___

19.2.2.1.4.0.3(288) Given a situation in which the teacher requests the student to follow verbal directions with five separate steps, the student will, with 100% accuracy, follow the directions by doing each of the five steps accurately and in the proper order.

This objective is mastered when the student:

1. Does first step of directions ___
2. Does second step of directions ___
3. Does third step of directions ___
4. Does fourth step of directions ___
5. Does fifth step of directions ___
6. Does five steps in order ___

19.2.2.1.4.0.4(289) Given six sets of numbers, up to seven numbers in a set, presented one at a time by the teacher, the student will, with 100% accuracy, verbally repeat the numbers in each set in the proper sequence.

This objective is mastered when the student repeats each of the following number series:

1. 4, 7 ___
2. 3, 9, 5 ___
3. 2, 6, 8, 1 ___
4. 7, 3, 8, 6, 5 ___
5. 9, 4, 7, 2, 8, 5 ___
6. 8, 6, 1, 3, 9, 4, 6 ___

BASIC SKILLS
COMMUNICATION SKILLS

SPOKEN LANGUAGE

REPRODUCTION OF WORDS (STATES AFTER TEACHER)

19.2.2.2.1.0.1(290) Given five picture cards depicting food, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Apple" ___
2. "Bread" ___
3. "Chicken" ___
4. "Egg" ___
5. "Milk" ___

19.2.2.2.1.0.2(291) Given five picture cards depicting clothing, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Dress" ___
2. "Hat" ___
3. "Jacket" ___
4. "Pants" ___
5. "Shoes" ___

19.2.2.2.1.0.3(292) Given five picture cards depicting shelters, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Church" ___ 3. "Hospital" ___

2. "Grocery store" ___ 4. "House" ___

5. "School" ___

19.2.2.2.1.0.4(293) Given five picture cards depicting household articles, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all of the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bed" ___ 3. "Door" ___

2. "Chair" ___ 4. "Glass" ___

5. "Table" ___

19.2.2.2.1.0.5(294) Given five picture cards depicting means of transportation, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bike" ___ 3. "Bus" ___

2. "Car" ___ 4. "Truck" ___

5. "Airplane" ___

19.2.2.2.1.0.6(295) Given the student's teacher and three of his classmates who are pointed to, one at a time, by the teacher, the student will, to the satisfaction of the teacher, repeat in an understandable manner the first and last name of each classmate, and the formal name of his teacher, after each name is spoken by the teacher.

This objective is mastered when the student:

1. Repeats name of first classmate ___
2. Repeats name of second classmate ___
3. Repeats name of third classmate ___
4. Repeats teacher's name ___

19.2.2.2.1.0.7(296) Given five picture cards depicting holidays, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the names of the holidays, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Christmas" ___
2. "Easter" ___
3. "Halloween" ___
4. "Thanksgiving" ___
5. "Valentine's Day" ___

19.2.2.2.1.0.8(297) Given five picture cards depicting living things, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bird" ___
2. "Flower" ___
3. "Cat" ___
4. "Dog" ___
5. "Tree" ___

19.2.2.2.1.0.9(298) Given five color cards, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the colors, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Blue" ___
2. "Green" ___
3. "Orange" ___
4. "Red" ___
5. "Yellow" ___

19.2.2.2.1.0.10(299) Given five picture cards depicting family members, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Mother" ___
2. "Baby" ___
3. "Father" ___
4. "Brother" ___
5. "Sister" ___

19.2.2.2.1.0.11(300) Given five picture cards depicting community helpers, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Teacher" ___
2. "Nurse" ___
3. "Doctor" ___
4. "Mailman" ___
5. "Barber" ___

19.2.2.2.1.0.12(301) Given five picture cards depicting environmental objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Cloud" ___
2. "Moon" ___
3. "Rain" ___
4. "Star" ___
5. "Sun" ___

19.2.2.2.1.0.13(302) Given five picture cards depicting sporting activities, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Baseball" ___
2. "Football" ___
3. "Basketball" ___
4. "Bowling" ___
5. "Swimming" ___

19.2.2.2.1.0.14(303) Given five picture cards depicting sporting equipment, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bat" ___
2. "Baseball" ___
3. "Swimming pool" ___
4. "Football" ___
5. Basketball" ___

19.2.2.2.1.0.15(304) Given five picture cards depicting toys, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Swing" ___
2. "Doll" ___
3. "Blocks" ___
4. "Puzzle" ___
5. "Slide" ___

19.2.2.2.1.0.16(305) Given five picture cards depicting moods, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Happy" ___
2. "Sad" ___
3. "Laughing" ___
4. "Mad" ___
5. "Crying" ___

19.2.2.2.1.0.17(306) Given five picture cards depicting work-related words, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Boss" ___
2. "Worker" ___
3. "Break" ___
4. "Hired" ___
5. "Fired" ___

BASIC SKILLS
COMMUNICATION SKILLS

PRODUCTION OF WORDS (STATES INDEPENDENTLY)

19.2.2.2.2.0.1(307) Given ten picture cards depicting food, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each food pictured.

This objective is mastered when the student names the food in each of the following pictures:

1. Apple ___
2. Bread ___
3. Eggs ___
4. Milk ___
5. Sandwich ___
6. Chicken ___
7. Water ___
8. Hamburger ___
9. Hot dog ___
10. Ice Cream ___

19.2.2.2.2.0.2(308) Given ten picture cards depicting clothing, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each article of clothing pictured.

This objective is mastered when the student names the article of clothing in each of the following pictures:

1. Hat ___
2. Dress ___
3. Shoes ___
4. Shirt ___
5. Swimming (bathing) suit ___
6. Belt ___
7. Coat ___
8. Pants ___
9. Socks ___
10. Skirt ___

19.2.2.2.2.0.3(309) Given ten picture cards depicting shelters, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each shelter pictured.

This objective is mastered when the student names the shelter in each of the following pictures:

1. House ___
2. Hospital ___
3. Grocery store ___
4. School ___
5. Church ___
6. Fire station ___
7. Garage ___
8. Restaurant ___
9. Gas station ___
10. Barber shop ___

19.2.2.2.2.0.4(310) Given ten picture cards depicting household items, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each household item pictured.

This objective is mastered when the student names the household item in each of the following pictures:

1. Bed ___
2. Chair ___
3. Glass ___
4. Spoon ___
5. Lamp ___
6. Door ___
7. Table ___
8. Telephone ___
9. Cup ___
10. Fork ___

19.2.2.2.2.0.5(311) Given ten picture cards depicting means of transportation, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each means of transportation pictured.

This objective is mastered when the student names the means of transportation in each of the following pictures:

1. Car ___
2. Airplane ___
3. Train ___
4. Bicycle ___
5. Truck ___
6. Bus ___
7. Boat ___
8. Motorcycle ___

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9. Wagon ___ 10. Police car ___

19.2.2.2.2.0.6(312) Given the student's teacher and three of his classmates who are pointed to one at a time by the teacher, the student will, to the satisfaction of the teacher, state in an understandable manner the first and last name of each of his classmates and the formal name of his teacher.

This objective is mastered when the student:

1. States first name of first classmate ___
2. States last name of first classmate ___
3. States first name of second classmate ___
4. States last name of second classmate ___
5. States first name of third classmate ___
6. States last name of third classmate ___
7. States formal title of teacher (Mr., Mrs., Miss) ___
8. States last name of teacher ___

19.2.2.2.2.0.7(313) Given five picture cards depicting holidays, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each holiday pictured.

This objective is mastered when the student names the holiday depicted in each of the following pictures:

1. Easter ___ 3. Thanksgiving ___
2. Halloween ___ 4. Christmas ___
5. Valentine's Day ___

19.2.2.2.2.0.8(314) Given ten picture cards depicting living things, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each living thing pictured.

This objective is mastered when the student names the living thing in each of the following pictures:

1. Dog ___
2. Cow ___
3. Tree ___
4. Bird ___
5. Flower ___
6. Fish ___
7. Cat ___
8. Snake ___
9. Horse ___
10. Turtle ___

19.2.2.2.2.0.9(315) Given ten color cards, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each color.

This objective is mastered when the student names each of the following colors:

1. Red ___
2. Blue ___
3. Brown ___
4. Green ___
5. Orange ___
6. White ___
7. Black ___
8. Yellow ___
9. Red ___
10. Purple ___

19.2.2.2.2.0.10(316) Given five picture cards depicting family members, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each family member pictured.

This objective is mastered when the student names the family member depicted in each of the following pictures:

1. Mother ___
2. Brother ___
3. Grandmother ___
4. Father ___
5. Sister ___.

19.2.2.2.2.0.11(317) Given ten picture cards depicting community helpers, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each community helper pictured.

This objective is mastered when the student names the community helper in each of the following pictures:

1. Doctor ___
2. Mailman ___
3. Barber ___
4. Nurse ___
5. Fireman ___
6. Teacher ___
7. Policeman ___
8. Bus driver ___
9. Minister (preacher) ___
10. Dentist ___

19.2.2.2.2.0.12(318) Given five picture cards depicting various environmental objects, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each environmental object pictured.

This objective is mastered when the student names the environmental object in each of the following pictures:

1. Star ___
2. Cloud ___
3. Moon ___
4. Sun ___
5. Rain ___

19.2.2.2.2.0.13(319) Given seven picture cards depicting sporting activities, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each sporting activity pictured.

This objective is mastered when the student names the sporting activity depicted in each of the following pictures:

1. Swimming ___
2. Baseball ___
3. Football ___
4. Basketball ___
5. Bowling ___
6. Boxing ___
7. Wrestling ___

19.2.2.2.2.0.14(320) Given six picture cards depicting sporting equipment, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each piece of sporting equipment pictured.

This objective is mastered when the student names the sporting equipment in each of the following pictures:

1. Bat ___
2. Football ___
3. Baseball ___
4. Swimming pool ___
5. Basketball ___
6. Baseball glove ___

19.2.2.2.2.0.15(321) Given eight picture cards depicting toys, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each toy pictured.

This objective is mastered when the student names the toy in each of the following pictures:

1. Swing ___
2. Doll ___
3. Blocks ___
4. Puzzle ___
5. Slide ___
6. Kite ___

7. Jumprope ___
8. Drum ___

19.2.2.2.2.0.16(322) Given five picture cards depicting moods of boys, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each mood pictured.

This objective is mastered when the student names the mood depicted in each of the following pictures:

1. Happy (laughing) ___
2. Scared (frightened) ___
3. Sad (crying) ___
4. Mad ___
5. Surprised ___

19.2.2.2.2.0.17(323) Given six picture cards depicting work-related words, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each work-related word depicted.

This objective is mastered when the student names the work-related word depicted in each of the following pictures:

1. Boss ___
2. Pay (money) ___
3. Worker ___
4. Break ___
5. Hired ___
6. Fired ___

IDENTIFICATION OF SPOKEN VOCABULARY (IDENTIFIES PICTURES DEPICTING SPOKEN WORDS)

19.2.2.2.3.0.1(324) Given two sets of eight pictures depicting foods, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Lettuce, water, tomato, chicken
Row 2: Cereal, apple, hot dog, salad)

1. "Touch the picture of the hot dog." ___
2. "Touch the picture of the chicken." ___
3. "Touch the picture of the lettuce." ___
4. "Touch the picture of the tomato." ___
5. "Touch the picture of the salad." ___

(Pictures: Row 1: Orange juice, eggs, mustard, sandwich
Row 2: Cheese, strawberries, milk, jello)

6. "Touch the picture of the eggs." ___
7. "Touch the picture of the orange juice." ___
8. "Touch the picture of the mustard." ___
9. "Touch the picture of the jello." ___
10. "Touch the picture of the strawberries." ___

19.2.2.2.3.0.2(325) Given two sets of eight pictures depicting items of clothing, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Shirt, hat, necklace, apron
Row 2: Belt, socks, coat, umbrella)

1. "Touch the picture of the hat." ___
2. "Touch the picture of the umbrella." ___
3. "Touch the picture of the coat." ___
4. "Touch the picture of the necklace." ___
5. "Touch the picture of the apron." ___

(Pictures: Row 1: Skirt, tennis shoes, blouse, dress
Row 2: Shorts, bath robe, pants, sweater)

6. "Touch the picture of the shorts." ___

7. "Touch the picture of the skirt." ___

8. "Touch the picture of the blouse." ___

9. "Touch the picture of the tennis shoes." ___

10. "Touch the picture of the bath robe." ___

19.2.2.2.3.0.3(326) Given two sets of eight pictures depicting shelters, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Barn, school, nest, hospital
Row 2: Airport, cage, garage, post office)

1. "Touch the picture of the school." ___

2. "Touch the picture of the post office." ___

3. "Touch the picture of the nest." ___

4. "Touch the picture of the airport." ___

5. "Touch the picture of the hospital." ___

(Pictures: Row 1: Doghouse, restaurant, church, trailer
Row 2: Bus station, house, police station, fire station)

6. "Touch the picture of the fire station." ___

7. "Touch the picture of the restaurant." ___

8. "Touch the picture of the trailer." ___

9. "Touch the picture of the police station." ___

10. "Touch the picture of the church." ___

19.2.2.2.3.0.4(327) Given two sets of eight pictures depicting household items, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Bowl, cup, fork, pitcher
Row 2: Spoon, glass, knife, table)

1. "Touch the picture of the glass." ___
2. "Touch the picture of the fork." ___
3. "Touch the picture of the pitcher." ___
4. "Touch the picture of the spoon." ___
5. "Touch the picture of the cup." ___

(Pictures: Row 1: Bed, key, refrigerator, telephone
Row 2: Lamp, radio, chair, washing machine)

6. "Touch the picture of the telephone." ___
7. "Touch the picture of the lamp." ___
8. "Touch the picture of the refrigerator." ___
9. "Touch the picture of the key." ___
10. "Touch the picture of the radio." ___

19.2.2.2.3.0.5(328) Given two sets of eight pictures depicting modes of transportation, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Rocket, helicopter, sailboat, tractor
Row 2: Canoe, airplane, motorcycle, truck)

1. "Touch the picture of the tractor." ___

2. "Touch the picture of the rocket." ___
3. "Touch the picture of the canoe." ___
4. "Touch the picture of the helicopter." ___
5. "Touch the picture of the motorcycle." ___

(Pictures: Row 1: Ambulance, fire truck, police car, taxi
Row 2: Garbage truck, automobile, school bus, train)

6. "Touch the picture of the police car." ___
7. "Touch the picture of the garbage truck." ___
8. "Touch the picture of the ambulance." ___
9. "Touch the picture of the taxi." ___
10. "Touch the picture of the automobile." ___

19.2.2.2.3.0.6(329) Given three randomly selected classmates and his teacher, the student will, with 100% accuracy, touch each of the three classmates and the teacher as the name of each is called by the teacher.

This objective is mastered when the student:

1. Touches first classmate when named ___
2. Touches second classmate when named ___
3. Touches third classmate when named ___
4. Touches teacher when named ___

19.2.2.2.3.0.7(330) Given eight pictures depicting holidays, the student will, with 100% accuracy, touch five pictures as each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Christmas, Easter, Fourth of July, Halloween
Row 2: New Year's Day, St. Patrick's Day, Thanksgiving Day, Valentine's Day)

1. "Touch the picture of Thanksgiving Day." ___
2. "Touch the picture of Valentine's Day." ___
3. "Touch the picture of Christmas." ___
4. "Touch the picture of Easter." ___
5. "Touch the picture of Halloween." ___

19.2.2.2.3.0.8(331) Given two sets of eight pictures depicting living things, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Alligator, flower, giraffe, rabbit
Row 2: Tree, kitten, squirrel, zebra)

1. "Touch the picture of the kitten." ___
2. "Touch the picture of the giraffe." ___
3. "Touch the picture of the squirrel." ___
4. "Touch the picture of the zebra." ___
5. "Touch the picture of the tree." ___

(Pictures: Row 1: Butterfly, goldfish, rooster, lion
Row 2: Horse, grass, tiger, turtle)

6. "Touch the picture of the goldfish." ___
7. "Touch the picture of the tiger." ___
8. "Touch the picture of the butterfly." ___
9. "Touch the picture of the lion." ___

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10. "Touch the picture of the turtle." ___

19.2.2.2.3.0.9(332) Given two sets of six color cards, the student will, with 100% accuracy, touch four color cards in each set as each color is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Color cards:
Row 1: Pink, black, orange
Row 2: Gray, brown, red)

(Color cards:
Row 1: Blue, gold, white
Row 2: Green, yellow, purple)

1. "Touch the red card." ___
2. "Touch the brown card." ___
3. "Touch the gray card." ___
4. "Touch the orange card." ___
5. "Touch the green card." ___
6. "Touch the blue card." ___
7. "Touch the yellow card." ___
8. "Touch the purple card." ___

19.2.2.2.3.0.10(333) Given seven pictures depicting family members, the student will, with 100% accuracy, touch each picture as it is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Mother, Father, Brother, Sister, Grandfather, Grandmother, Baby)

1. "Touch the picture of 'mother'." ___
2. "Touch the picture of 'father'." ___
3. "Touch the picture of 'brother'." ___
4. "Touch the picture of 'sister'." ___
5. "Touch the picture of 'grandfather'." ___
6. "Touch the picture of 'grandmother'." ___
7. "Touch the picture of 'baby'." ___

19.2.2.2.3.0.11(334) Given two sets of eight pictures depicting community helpers, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Custodian, barber, garbageman, policeman
Row 2: Nurse, beautician, carpenter, waitress)

1. "Touch the picture of the policeman." ___
2. "Touch the picture of the waitress." ___
3. "Touch the picture of the carpenter." ___
4. "Touch the picture of the beautician." ___
5. "Touch the picture of the custodian." ___

(Pictures: Row 1: Cook, fireman, dentist, gardener
Row 2: Butcher, preacher, farmer, secretary)

6. "Touch the picture of the fireman." ___
7. "Touch the picture of the secretary." ___
8. "Touch the picture of the gardener." ___
9. "Touch the picture of the butcher." ___
10. "Touch the picture of the dentist." ___

19.2.2.2.3.0.12(335) Given two sets of eight pictures depicting environmental objects, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Rain, moon, pond, hill
Row 2: River, earth, snow, sun)

1. "Touch the picture of the moon." ___

2. "Touch the picture of the snow." ___

3. "Touch the picture of the pond." ___

4. "Touch the picture of the hill." ___

5. "Touch the picture of the sun." ___

(Pictures: Row 1: Night, lake, mountain, pasture
Row 2: Desert, lightning, beach, clouds)

6. "Touch the picture of the mountain." ___

7. "Touch the picture of the beach." ___

8. "Touch the picture of the lightning." ___

9. "Touch the picture of the night." ___

10. "Touch the picture of the lake." ___

19.2.2.2.3.0.13(336) Given two sets of eight pictures depicting sporting activities, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Baseball, swimming, wrestling, golf
Row 2: Kickball, football, basketball, tennis)

1. "Touch the picture of swimming." ___

2. "Touch the picture of wrestling." ___

3. "Touch the picture of kickball." ___

4. "Touch the picture of basketball." ___

5. "Touch the picture of golf." ___

(Pictures: Row 1: Boxing, hockey, ping pong, volleyball
Row 2: Softball, bowling, tennis, pool)

6. "Touch the picture of volleyball." ___

7. "Touch the picture of softball." ___
8. "Touch the picture of bowling." ___
9. "Touch the picture of pool." ___
10. "Touch the picture of tennis." ___

19.2.2.2.3.0.14(337) Given two sets of eight pictures depicting sports equipment, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Football, bowling pins, racket, ice skates
Row 2: Bat, swim fins, baseball glove, helmet)

1. "Touch the picture of the football." ___
2. "Touch the picture of the bowling pins." ___
3. "Touch the picture of the racket." ___
4. "Touch the picture of the ice skates." ___
5. "Touch the picture of the swim fins." ___

(Pictures: Row 1: Softball, golf club, wrestling mat, basketball
Row 2: Ping pong table, cue stick, boxing gloves, volleyball net)

6. "Touch the picture of the softball." ___
7. "Touch the picture of the ping pong table." ___
8. "Touch the picture of the golf club." ___
9. "Touch the picture of the net." ___
10. "Touch the picture of the wrestling mat." ___

19.2.2.2.3.0.15(338) Given two sets of eight pictures depicting toys, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Merry-go-round, rocking horse, puppet, gun
Row 2: Doll house (miniature), see-saw, puzzle, jacks)

1. "Touch the picture of the see-saw." ___
2. "Touch the picture of the puppet." ___
3. "Touch the picture of the jacks." ___
4. "Touch the picture of the doll house." ___
5. "Touch the picture of the merry-go-round." ___

(Pictures: Row 1: Swing, kite, roller skates, jumprope
Row 2: Doll, blocks, yo-yo, cards)

6. "Touch the picture of the cards." ___
7. "Touch the picture of the swing." ___
8. "Touch the picture of the yo-yo." ___
9. "Touch the picture of the roller skates." ___
10. "Touch the picture of the jumprope." ___

19.2.2.2.3.0.16(339) Given two sets of four pictures depicting moods, the student will, with 100% accuracy, touch three pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Happy boy, mad boy, sleepy boy, crying boy)

1. "Touch the picture of the happy boy." ___
2. "Touch the picture of the crying boy." ___

3. "Touch the picture of the sleepy boy." ___

(Pictures: Scared boy, glad boy, surprised boy, sad boy)

4. "Touch the picture of the sad boy." ___
5. "Touch the picture of the scared boy." ___
6. "Touch the picture of the surprised boy." ___

19.2.2.2.3.0.17(340) Given two sets of six pictures depicting work-related words, the student will, with 100% accuracy, touch three pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Work bench, boss, nut & bolt
Row 2: Workers on break at vending machine, machine, man working)

1. "Touch the picture of the people on break." ___
2. "Touch the picture of the worker." ___
3. "Touch the picture of the man who is a boss." ___

(Pictures: Row 1: Cafeteria, man receiving pay, time clock
Row 2: Man being hired, assembly line of workers, man being fired)

4. "Touch the picture of the man being fired." ___
5. "Touch the picture of the man getting his pay." ___
6. "Touch the picture of the man being hired." ___

COMPREHENSION OF SPOKEN VOCABULARY (KNOWS FUNCTIONAL MEANING OF SPOKEN WORDS)

19.2.2.2.4.0.1(341) Given six sets of three pictures depicting foods, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about food.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: French fries, milk, lettuce)
1. "Touch the picture of the one that you can drink." ___

(Pictures: Eggs, cookies, bread)
2. "Touch the picture of the one that comes from a chicken." ___

(Pictures: Hot dogs, jello, tomato)
3. "Touch the picture of the one that grows in a garden." ___

(Pictures: Cereal, salad, turkey)
4. "Touch the picture of the one that you might eat for breakfast." ___

(Pictures: Hamburger, bread, ice cream)
5. "Touch the picture of the one that you might have for dessert after dinner." ___

(Pictures: Water, apple, butter)
6. "Touch the picture of the one that grows on a tree." ___

19.2.2.2.4.0.2(342) Given ten sets of five pictures depicting clothing and accessories, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about clothing.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Jacket, hat, bathing suit, coat, shoes)
1. "Touch the picture of what you wear to go swimming." ___

(Pictures: Coat, cap, belt, socks, shorts)
2. "Touch the picture of what you wear on top of your head." ___

(Pictures: Bath robe, apron, tennis shoes, skirt, pants)
3. "Touch the picture of what boys wear to school which covers their legs." ___

(Pictures: Wrist watch, necklace, umbrella, shoes, belt)
4. "Touch the picture of what you can wear on your arm to tell the time." ___

(Pictures: Cap, dress, bath robe, pocketbook, umbrella)
5. "Touch the picture of what girls wear to school." ___

(Pictures: Apron, pajamas, raincoat, necklace, underwear)
6. "Touch the picture of what you might wear to keep from getting wet when it is raining." ___

(Pictures: Dress, shoes, coat, pajamas, blouse)
7. "Touch the picture of what you might wear to go to bed." ___

(Pictures: Underwear, skirt, sweater, bath robe, shirt)
8. "Touch the picture of what is worn under your (pants, skirt, dress)." ___

(Pictures: Belt, necklace, hat, shirt, shoes)
9. "Touch the picture of what is worn on the feet." ___

(Pictures: Wrist watch, pocketbook, umbrella, belt, apron)
10. "Touch the picture showing the thing in which you carry your money." ___

19.2.2.2.4.0.3(343) Given ten sets of five pictures depicting shelters, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about shelters.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Airport, bank, apartment, barn, church)
1. "Touch the picture of the building where you would put money for saving." ___

(Pictures: Bus station, cage, department store, dog house, fire station)
2. "Touch the picture of where you would go to buy clothes." ___

(Pictures: Garage, gas station, hospital, grocery store, house)
3. "Touch the picture of where you would take your car for gas." ___

(Pictures: Laundromat, library, nest, police station, trailer)
4. "Touch the picture of where you would go to wash clothes." ___

(Pictures: Railroad station, post office, restaurant, school, tent)
5. "Touch the picture of where you would go to mail a letter." ___

(Pictures: Bus station, fire station, gas station, police station, railroad station)
6. "Touch the picture of where you can get help to put out a fire."___

(Pictures: Church, house, school, barn, hospital)
7. "Touch the picture of where you might go if you were sick or had hurt yourself." ___

(Pictures: Dog house, trailer, cage, tent, barn)
8. "Touch the picture of where cows, horses, chickens, and other animals live." ___

(Pictures: Laundromat, railroad station, gas station, bus station, police station)
9. "Touch the picture of where you could go if you were lost and needed help." ___

(Pictures: House, bank, school, church, hospital)
10. "Touch the picture of where you are right now with your teacher and classmates." ___

19.2.2.2.4.0.4(344) Given four sets of five pictures depicting household items, the student will, with 100% accuracy, touch the correct picture in each set in response to four specific teacher questions about household items.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Bed, chair, door, glass, key)
1. "Touch the picture of the thing in which you sleep." ___

(Pictures: Fork, cup, map, lamp, knife)
2. "Touch the picture of the thing from which you drink." ___

(Pictures: Pitcher, radio, refrigerator, soap, spoon)
3. "Touch the picture of the thing with which you wash your hands." ___

(Pictures: Table, telephone, T.V., toothbrush, comb)
4. "Touch the picture of the thing you use on your hair." ___

19.2.2.2.4.0.5(345) Given four sets of five pictures depicting transportation vehicles, the student will, with 100% accuracy, touch the correct picture in each set in response to four specific teacher questions about transportation vehicles.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Airplane, bicycle, boat, fire truck, motorcycle)
1. "Touch the picture of the thing that flies." ___

(Pictures: Ambulance, rocket, helicopter, automobile, canoe)
2. "Touch the picture of the thing that goes on the water." ___

(Pictures: Police car, wagon, tricycle, taxi, tractor)
3. "Touch the picture of the thing that you pay money to ride." ___

(Pictures: Garbage truck, train, sailboat, school bus, truck)
4. "Touch the picture of the thing that takes children to school." ___

19.2.2.2.4.0.6(346) Given five sets of three pictures depicting holidays, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about holidays.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Christmas, Fourth of July, Valentine's Day)
1. "Touch the picture that shows when Santa Claus comes to visit us." ___

(Pictures: New Year's Eve, Easter, St. Patrick's Day)
2. "Touch the picture that shows when a rabbit leaves us eggs and candy." ___

(Pictures: Fourth of July, Halloween, Valentine's Day)
3. "Touch the picture that shows when you wear costumes and masks." ___

(Pictures: Thanksgiving Day, New Year's Eve, Fourth of July)
4. "Touch the picture of when we think of having large family dinners and counting our blessings." ___

(Pictures: St. Patrick's Day, Valentine's Day, Halloween)
5. "Touch the picture that reminds us of love." ___

19.2.2.2.4.0.7(347) Given a set of 14 pictures depicting living things, the student will, with 100% accuracy, select and hand the teacher all of the animal pictures and all of the plant pictures in response to specific teacher questions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Hand me all of the pictures of animals."
    a. Zebra ___ c. Snake ___ e. Frog ___ g. Fish ___
    b. Rooster ___ d. Bird ___ f. Butterfly ___ h. Lion ___

2. "Hand me all of the pictures of plants."
    a. Tree ___ c. Ivy ___ e. Cactus ___
    b. Corn ___ d. Grass ___ f. Flower ___

19.2.2.2.4.0.8(348) Given five sets of four pictures depicting animals, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about animals.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Butterfly, elephant, tiger, turtle)
1. "Touch the picture of the animal that flies." ___

(Pictures: Rabbit, frog, kangaroo, snake)
2. "Touch the picture of the animal that cannot jump." ___

(Pictures: Monkey, fish, giraffe, zebra)
3. "Touch the picture of the animal that lives in water." ___

(Pictures: Lion, dog, bird, cow)
4. "Touch the picture of the animal that has feathers." ___

(Pictures: Duck, rooster, horse, alligator)
5. "Touch the picture of the animal that you can ride." ___

19.2.2.2.4.0.9(349) Given six pictures depicting plants, the student will, with 100% accuracy, touch the correct picture in response to six specific teacher questions about plants.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Flower, ivy, tree, corn, cactus, grass)

1. "Touch the picture of the plant you can climb." ___
2. "Touch the picture of the plant you can eat." ___
3. "Touch the picture of the plant which you can give to your mother." ___
4. "Touch the picture of the plant that grows on a fence or wall." ___
5. "Touch the picture of the plant that should be cut with a lawnmower." ___
6. "Touch the picture of the plant that might stick or scratch you." ___

19.2.2.2.4.0.10(350) Given four sets of four pictures depicting family members, the student will, with 100% accuracy, touch the correct picture in each set in response to eight specific teacher questions about family members.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Man, baby boy, girl, grandfather)

1. "Touch the picture of the father." ___
2. "Touch the picture of the niece." ___

(Pictures: Man, woman, boy, grandfather)

3. "Touch the picture of the aunt." ___
4. "Touch the picture of the grandfather." ___

(Pictures: Woman, boy, girl, grandmother)

5. "Touch the picture of the nephew." ___
6. "Touch the picture of the mother." ___

(Pictures: Grandmother, man, girl, baby)

7. "Touch the picture of the baby." ___
8. "Touch the picture of the uncle." ___

BASIC SKILLS
COMMUNICATION SKILLS

19.2.2.2.4.0.11(351) Given six sets of four pictures depicting community helpers and service personnel, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about community helpers and service personnel.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Teacher, fireman, dentist, mailman)
1. "Touch the picture of the person you go to when you have your teeth checked." ___

(Pictures: Farmer, doctor, barber, grocer)
2. "Touch the picture of the person you go to when you are sick." ___

(Pictures: Garbageman, policeman, nurse, paper boy)
3. "Touch the picture of the person who helps the doctor." ___

(Pictures: Carpenter, bus driver, custodian, preacher)
4. "Touch the picture of the person who cleans the school." ___

(Pictures: Barber, cashier, fireman, maid)
5. "Touch the picture of the person who cuts hair." ___

(Pictures: Teacher, waitress, secretary, gardener)
6. "Touch the picture of the person who brings you food in the restaurant." ___

19.2.2.2.4.0.12(352) Given five sets of three pictures depicting environmental objects, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about environmental objects.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Cloud, sun, stars)
1. "Touch the picture that shows it is a bright, beautiful day." ___

(Pictures: Hill, moon, snow)
2. "Touch the picture that shows what you could climb up and walk or roll down." ___

(Pictures: Desert, rocks, rain)
3. "Touch the picture that shows things will get wet outside." ___

(Pictures: Lightning, pond, pasture)
4. "Touch the picture of the place where you could go fishing." ___

(Pictures: Moon, day, beach)
5. "Touch the picture that shows it is a clear, beautiful night." ___

19.2.2.2.4.0.13(353) Given two sets of five pictures depicting sporting activities, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about sporting activities.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Basketball, bowling, football, golf, baseball)
1. "Touch the picture of the sport in which you can hit a homerun." ___
2. "Touch the picture of the sport in which you can score a touchdown." ___
3. "Touch the picture of the sport in which you put the ball through the hoop." ___
4. "Touch the picture of the sport in which you can knock down the pins." ___
5. "Touch the picture of the sport in which you putt the ball into the hole." ___

(Pictures: Boxing, hockey, tennis, wrestling, volleyball)
6. "Touch the picture of the sport in which you use a racket." ___
7. "Touch the picture of the sport in which a person can hit the ball over a net with his hands." ___
8. "Touch the picture of the sport in which a person can knock someone out with his fists." ___
9. "Touch the picture of the sport in which two men try to pin each other." ___
10. "Touch the picture of the sport you play on ice." ___

BASIC SKILLS
COMMUNICATION SKILLS

19.2.2.2.4.0.14(354) Given two sets of five pictures depicting sports equipment, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about sports equipment.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Bowling ball and pins, bat and ball, basketball and hoop, football, golf ball and club)

1. "Touch the picture of what you would use to play baseball." ___
2. "Touch the picture of what you would use to play football." ___
3. "Touch the picture of what you would use to play basketball." ___
4. "Touch the picture of what you would use to bowl." ___
5. "Touch the picture of what you would use to play golf." ___

(Pictures: Wrestling mat, volleyball and net, hockey puck and stick, boxing gloves, tennis racket and ball)

6. "Touch the picture of what you would use to play tennis." ___
7. "Touch the picture of what you would use to play volleyball." ___
8. "Touch the picture of what you would use to box." ___
9. "Touch the picture of what you would use for wrestling." ___
10. "Touch the picture of what you would use to play hockey." ___

19.2.2.2.4.0.15(355) Given five sets of five pictures depicting toys, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about toys.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Car, train, horse, tricycle, kite)

1. "Touch the picture of the toy that flies." ___

(Pictures: Dollhouse, doctor kit, ball, doll, puppet)

2. "Touch the picture of the toy that bounces." ___

(Pictures: Water pistol, building blocks, puzzles, slingshot, yo-yo)
3. "Touch the picture of the toy that squirts water." ___

(Pictures: Balloon, roller skates, marbles, telephone, deck of cards)
4. "Touch the picture of the toy that you blow into." ___

(Pictures: Jacks, wagon, jumping rope, rocking horse, beach pail)
5. "Touch the picture of the toy that you carry sand in." ___

19.2.2.2.4.0.16(356) Given five pictures depicting various moods, the student will, with 100% accuracy, touch the correct picture in response to five specific teacher questions about moods.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Happy boy, sleepy boy, mad boy, scared boy, sad boy)
1. "One of these boys just woke up from a nap. Touch the picture that shows how the boy looks." ___
2. "One of these boys just got a new bicycle. Touch the picture that shows how the boy looks." ___
3. "One of these boys just lost his new puppy. Touch the picture that shows how the boy looks." ___
4. "A girl just took a toy away from one of these boys without asking. Touch the picture that shows how the boy looks." ___
5. "One of these boys just saw a ghost in a haunted house. Touch the picture that shows how the boy looks." ___

19.2.2.2.4.0.17(357) Given three sets of four pictures depicting work-related words, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about work.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Workers on break at vending machine, work bench, pay, time clock)
1. "Touch the picture of what a person gets for doing his job." ___

2. "Touch the picture of the workers having a rest period." ___

(Pictures: Machine, man being hired, nut & bolt, man being fired)

3. "Touch the picture of the person losing his job." ___

4. "Touch the picture of the person who is getting a job." ___

(Pictures: Man working, cafeteria, factory, boss)

5. "Touch the picture of the person who tells you what to do at work." ___

6. "Touch the picture of the man who is doing his job." ___

REPRODUCTION OF PHRASES AND SENTENCES (STATES AFTER TEACHER)

19.2.2.2.5.0.1(358) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a two word phrase which describes each picture after each phrase is spoken by the teacher.

This objective is mastered when the student repeats each of the following phrases:

1. "Brown dog" ___
2. "Big girl" ___
3. "New car" ___
4. "Yellow dress" ___
5. "Green balloon" ___

19.2.2.2.5.0.2(359) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a three word phrase or sentence which describes each picture after each phrase or sentence is spoken by the teacher.

This objective is mastered when the student repeats each of the following phrases:

1. "A green frog" ___
2. "Two little cups" ___
3. "Big red sailboat" ___
4. "Long yellow pants" ___
5. "Five purple flowers" ___

19.2.2.2.5.0.3(360) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a four word phrase or sentence which describes each picture after each phrase or sentence is spoken by the teacher.

This objective is mastered when the student repeats each of the following sentences:

1. "This bird can fly." ___ 3. "The cats are black." ___

2. "The girl is tall." ___ 4. "Here are seven chairs." ___

5. "The glass is empty." ___

19.2.2.2.5.0.4(361) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a five or more word sentence which describes each picture after each sentence is spoken by the teacher.

This objective is mastered when the student repeats each of the following sentences:

1. "The front door is open." ___ 3. "A boy is on the ladder." ___

2. "This boy wants an apple." ___ 4. "The kitchen window is broken." ___

5. "The telephone is ringing loudly." ___

PRODUCTION OF PHRASES AND SENTENCES (STATES INDEPENDENTLY)

19.2.2.2.6.0.1(362) Given five picture cards depicting objects which the student can name, the student will, to the satisfaction of the teacher, state in an understandable manner a phrase of two or more words about each object pictured.

This objective is mastered when the student:

1. States a two word phrase about picture #1 ___

2. States a two word phrase about picture #2 ___

3. States a two word phrase about picture #3 ___

4. States a two word phrase about picture #4 ___

5. States a two word phrase about picture #5 ___

19.2.2.2.6.0.2(363) Given five picture cards depicting objects which the student can name, the student will, to the satisfaction of the teacher, state in an understandable manner a meaningful sentence of three or more words about each object pictured.

This objective is mastered when the student:

1. States a three+ word sentence about picture #1 ___

2. States a three+ word sentence about picture #2 ___

3. States a three+ word sentence about picture #3 ___

4. States a three+ word sentence about picture #4 ___

5. States a three+ word sentence about picture #5 ___

19.2.2.2.6.0.3(364) Given a sequential series of four pictures, the student will, to the satisfaction of the teacher, tell in an understandable manner a simple, coherent, picture-related story of at least three sentences.

This objective is mastered when the student:

1. Completes first sentence about pictures ___

2. Completes second sentence about pictures ___

3. Completes third sentence about pictures ___

4. Tells coherent story ___

5. Tells picture-related story ___

USE OF TELEPHONE

19.2.2.2.7.0.1(365) Given a telephone and an incoming call for the student, the student will, to the satisfaction of the teacher, pick up the receiver, respond with a greeting word or phrase, carry on a conversation using five or more sentences, terminate the conversation with a parting word or phrase, and replace the receiver.

This objective is mastered when the student:

1. Picks up receiver ___
2. Responds politely with greeting word or phrase ___
3. Carries on conversation using two sentences ___
4. Carries on conversation using three sentences ___
5. Carries on conversation using five sentences ___
6. Terminates conversation with parting word or phrase ___
7. Replaces receiver ___

19.2.2.2.7.0.2(366) Given a telephone and an incoming call for another person, the student will, to the satisfaction of the teacher, pick up the receiver, respond with a greeting word or phrase, take a verbal message or get the appropriate person, and terminate the conversation with an appropriate phrase.

This objective is mastered when the student:

1. Picks up receiver ___
2. Responds with greeting word or phrase ___
3. Takes message or gets appropriate person ___
4. Terminates conversation with appropriate phrase ___

19.2.2.2.7.0.3(367) Given a private touch-tone telephone and a written telephone number, the student will, with 100% accuracy, pick up the receiver, listen for the dial tone, and punch the given number.

This objective is mastered when the student:

1. Picks up receiver ___
2. Listens for dial tone ___
3. Punches first three numbers of telephone number correctly ___
4. Punches complete number correctly ___

19.2.2.2.7.0.4(368) Given a private dial telephone and a written telephone number, the student will, with 100% accuracy, pick up the receiver, listen for the dial tone, and dial the given number.

This objective is mastered when the student:

1. Picks up receiver ___
2. Listens for dial tone ___
3. Dials first three numbers of telephone number correctly ___
4. Dials complete number correctly ___

19.2.2.2.7.0.5(369) Given a pay telephone, a dime, and a written telephone number, the student will, with 100% accuracy, pick up the receiver, place the dime in the appropriate slot, listen for the dial tone, and dial the number.

This objective is mastered when the student:

1. Picks up receiver ___
2. Places dime into appropriate slot ___
3. Listens for dial tone ___
4. Dials first three numbers of telephone number correctly ___
5. Dials complete number correctly ___

19.2.2.2.7.0.6(370) Given a telephone and a written telephone number, the student will, to the satisfaction of the teacher, dial the designated number, initiate and carry on a conversation using five or more sentences, terminate the conversation with a parting word or phrase, and replace the receiver.

This objective is mastered when the student:

1. Picks up receiver ___
2. Listens for a dial tone ___
3. Dials first three numbers of telephone number correctly ___
4. Dials complete number correctly ___
5. Initiates conversation with greeting word or phrase ___
6. Uses two sentences in conversation ___
7. Uses three sentences in conversation ___
8. Uses five sentences in conversation ___
9. Terminates conversation with parting word or phrase ___
10. Replaces receiver ___

SPEECH

REPRODUCTION OF INITIAL CONSONANTS (STATES AFTER TEACHER)

19.2.2.3.1.0.1(371) Given four pictures of objects which begin with the consonants p or b, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Barn" ___
2. "Pig" ___
3. "Basket" ___
4. "Pan" ___

19.2.2.3.1.0.2(372) Given four pictures of objects which begin with the consonants t or d, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Dog" ___
2. "Table" ___
3. "Ditch" ___
4. "Teacher" ___

19.2.2.3.1.0.3(373) Given four pictures of objects which begin with the consonant sounds k or g, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Goose" ___
2. "Coat" ___
3. "Goat" ___
4. "Cat" ___

19.2.2.3.1.0.4(374) Given four pictures of objects which begin with the consonants f and v, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Vine" ___
2. "Fork" ___
3. "Vase" ___
4. "Fan" ___

19.2.2.3.1.0.5(375) Given two pictures of objects which begin with the consonant sound th (unvoiced), and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Thumb" ___
2. "Three" ___

19.2.2.3.1.0.6(376) Given four pictures of objects which begin with the consonants s or z, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Zebra" ___
2. "Sun" ___
3. "Zoo" ___
4. "Saw" ___

19.2.2.3.1.0.7(377) Given two pictures of objects which begin with the consonant sound sh, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Sheep" ___ 2. "Shell" ___

19.2.2.3.1.0.8(378) Given two pictures of objects which begin with the consonant h, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Hat" ___ 2. "House" ___

19.2.2.3.1.0.9(379) Given four pictures of objects which begin with the consonant sounds ch or j, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Jail" ___ 3. "Jar" ___
2. "Cherry" ___ 4. "Chicken" ___

19.2.2.3.1.0.10(380) Given four pictures of objects which begin with the consonants m or n, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Monkey" ___ 3. "Mouse" ___
2. "Nest" ___ 4. "Nose" ___

19.2.2.3.1.0.11(381) Given four pictures of objects which begin with the consonants l or r, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Light" ___ 3. "Leg" ___
2. "Rat" ___ 4. "Red" ___

19.2.2.3.1.0.12(382) Given two pictures of objects which begin with the consonant y, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Yarn" ___ 2. "Yellow" ___

19.2.2.3.1.0.13(383) Given four pictures of objects which begin with the consonant sounds w and wh, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Whip" ___ 3. "Wheat" ___
2. "Wave" ___ 4. "Well" ___

REPRODUCTION OF FINAL CONSONANTS (STATES AFTER TEACHER)

19.2.2.3.2.0.1(384) Given four pictures of objects which end with the consonants p or b, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Crib" ___
2. "Ship" ___
3. "Web" ___
4. "Top" ___

19.2.2.3.2.0.2(385) Given four pictures of objects which end with the consonants t or d, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Mud" ___
2. "Hat" ___
3. "Red" ___
4. "Basket" ___

19.2.2.3.2.0.3(386) Given four pictures of objects which end with the consonants k or g, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Knock" ___
2. "Flag" ___
3. "Neck" ___
4. "Frog" ___

19.2.2.3.2.0.4(387) Given four pictures of objects which end with the consonant sounds f or v, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Five" ___
2. "Safe" ___
3. "Dove" ___
4. "Thief" ___

19.2.2.3.2.0.5(388) Given two pictures of objects which end with the consonant sound th (unvoiced), and teacher pronunciation of the object names, the student will repeat both object names in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Path" ___
2. "Moth" ___

19.2.2.3.2.0.6(389) Given four pictures of objects which end with the consonant sounds s or z, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Dress" ___
2. "Ties" ___
3. "Horse" ___
4. "Eyes" ___

19.2.2.3.2.0.7(390) Given four pictures of objects which end with the consonant sounds sh or zh, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Garage" ___
2. "Bush" ___

3. "Corsage" ___ 4. "Brush" ___

19.2.2.3.2.0.8(391) Given four pictures of objects which end with the consonant sounds ch or j, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Bridge" ___ 3. "Badge" ___

2. "Beach" ___ 4. "Church" ___

19.2.2.3.2.0.9(392) Given four pictures of objects which end with the consonants m or n, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Dime" ___ 3. "Farm" ___

2. "Hen" ___ 4. "Barn" ___

19.2.2.3.2.0.10(393) Given four pictures of objects which end with the consonants l or r, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Seal" ___ 3. "Wall" ___

2. "Car" ___ 4. "Star" ___

19.2.2.3.2.0.11(394) Given two pictures of objects which end with the consonant sound ng, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Wing" ___
2. "King" ___

REPRODUCTION OF INITIAL CLUSTERS (STATES AFTER TEACHER)

19.2.2.3.3.0.1(395) Given nine pictures of objects which begin with an initial r cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Bread" ___
2. "Drum" ___
3. "Frown" ___
4. "Green" ___
5. "Christmas tree" ___
6. "Present" ___
7. "Train" ___
8. "Throne" ___
9. "Shrimp" ___

19.2.2.3.3.0.2(396) Given eleven pictures of objects which begin with an initial s cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "School" ___
2. "Smile" ___
3. "Snow" ___
4. "Spider" ___

5. "Star" ___
6. "Swing" ___
7. "Screw" ___
8. "Sprout" ___
9. "Strap" ___
10. "Splash" ___
11. "Square" ___

19.2.2.3.3.0.3(397) Given six pictures of objects which begin with an initial l cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Block" ___
2. "Floor" ___
3. "Glove" ___
4. "Clown" ___
5. "Plane" ___
6. "Sled" ___

19.2.2.3.3.0.4(398) Given two pictures of objects which begin with an initial w cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Quarter" ___
2. "Twelve" ___

REPRODUCTION OF FINAL CLUSTERS (STATES AFTER TEACHER)

19.2.2.3.4.0.1(399) Given eight pictures of objects which end with a final r cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Barn" ___
2. "Sharp" ___
3. "Heart" ___
4. "Card" ___
5. "Fork" ___
6. "Scarf" ___
7. "Carve" ___
8. "Fierce" ___

19.2.2.3.4.0.2(400) Given three pictures of objects which end with a final s cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Desk" ___
2. "Nest" ___
3. "Wasp" ___

19.2.2.3.4.0.3(401) Given seven pictures of objects which end with a final l cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Film" ___
2. "Pulp" ___
3. "Colt" ___
4. "Cold" ___
5. "Milk" ___
6. "Shelf" ___
7. "Twelve" ___

19.2.2.3.4.0.4(402) Given five pictures of objects which end with the final clusters, ks, nd, mp, nk, or nt, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Socks" ___
2. "Lamp" ___
3. "Wink" ___
4. "Hand" ___
5. "Tent" ___

PRODUCTION OF INITIAL CONSONANTS (STATES INDEPENDENTLY)

19.2.2.3.5.0.1(403) Given four pictures depicting objects that begin with the consonants p or b, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Pie ___
2. Bed ___
3. Pocket ___
4. Bus ___

19.2.2.3.5.0.2(404) Given four pictures depicting objects that begin with the consonants t or d, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Door ___
2. Tire ___
3. Dog ___
4. Teeth ___

19.2.2.3.5.0.3(405) Given four pictures depicting objects that begin with the consonant sound k or g, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Cup ___
2. Gun ___
3. Car ___
4. Girl ___

19.2.2.3.5.0.4(406) Given four pictures depicting objects that begin with the consonants f or v, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Vest ___
2. Foot ___
3. Vine ___
4. Five ___

19.2.2.3.5.0.5(407) Given two pictures depicting objects that begin with the consonant sound th (unvoiced), the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Thumb ___
2. Three ___

19.2.2.3.5.0.6(408) Given four pictures depicting objects that begin with the consonants s or z, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Zebra ___
2. Six ___
3. Zoo ___
4. Soup ___

19.2.2.3.5.0.7(409) Given two pictures depicting objects that begin with the consonant sound sh, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Shoe ___
2. Shirt ___

19.2.2.3.5.0.8(410) Given two pictures depicting objects that begin with the consonant h, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Hair ___
2. Horse ___

19.2.2.3.5.0.9(411) Given four pictures depicting objects that begin with the consonant sounds ch or j, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Chicken ___
2. Jacket ___
3. Chair ___
4. Jelly or Jam ___

19.2.2.3.5.0.10(412) Given four pictures depicting objects that begin with the consonants m or n, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Nose ___
2. Man ___
3. Nut ___
4. Mouse ___

19.2.2.3.5.0.11(413) Given four pictures depicting objects that begin with the consonants l or r, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Lamp ___
2. Rabbit ___
3. Ladder ___
4. Ring ___

19.2.2.3.5.0.12(414) Given two pictures depicting objects that begin with the consonant y, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Yellow ___   2. Yo-yo ___

19.2.2.3.5.0.13(415) Given four pictures depicting objects that begin with the consonant sounds w or wh, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Wheel ___   3. Whale ___

2. Water ___   4. Wagon ___

PRODUCTION OF FINAL CONSONANTS (STATES INDEPENDENTLY)

19.2.2.3.6.0.1(416) Given four pictures depicting objects that end with the consonants p or b, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Tub ___   3. Knob ___

2. Cup ___   4. Rope ___

19.2.2.3.6.0.2(417) Given four pictures depicting objects that end with the consonants t or d, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Bed ___
2. Boat ___
3. Bird ___
4. Boot ___

19.2.2.3.6.0.3(418) Given four pictures depicting objects that end with the consonants k or g, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Bike ___
2. Leg ___
3. Book ___
4. Pig ___

19.2.2.3.6.0.4(419) Given four pictures depicting objects that end with the consonant sounds f or v, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonand sound:

1. Stove ___
2. Leaf ___
3. Glove ___
4. Knife ___

19.2.2.3.6.0.5(420) Given two pictures depicting objects that end with the consonant sound th (unvoiced), the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Tooth ___
2. Mouth ___

19.2.2.3.6.0.6(421) Given four pictures depicting objects that end with the consonant sounds s or z, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Eyes ___
2. Bus ___
3. Hose ___
4. Face ___

19.2.2.3.6.0.7(422) Given four pictures depicting objects that end with the consonant sounds sh or zh, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Garage ___
2. Fish ___
3. Corsage ___
4. Brush ___

19.2.2.3.6.0.8(423) Given four pictures depicting objects that end with the consonant sounds ch or j, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Orange ___
2. Watch ___
3. Garbage ___
4. Match ___

19.2.2.3.6.0.9(424) Given four pictures depicting objects that end with the consonant sounds m or n, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Comb ___
2. Pan ___
3. Dime ___
4. Can ___

19.2.2.3.6.0.10(425) Given four pictures depicting objects that end with the consonant sounds l or r, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Ball ___
2. Fire ___
3. Doll ___
4. Four ___

19.2.2.3.6.0.11(426) Given two pictures depicting objects that end with the consonant sound ng, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Ring ___
2. Swing ___

PRODUCTION OF INITIAL CLUSTERS (STATES INDEPENDENTLY)

19.2.2.3.7.0.1(427) Given nine pictures depicting objects that begin with an initial r cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Broom ___
2. Dress ___
3. Frog ___
4. Grass ___
5. Crayon ___
6. Present ___
7. Tree ___
8. Three ___
9. Shrimp ___

19.2.2.3.7.0.2(428) Given eleven pictures depicting objects that begin with an initial s cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Skirt ___
2. Smoke ___
3. Snake ___
4. Steps ___
5. Sweater ___
6. Screen ___
7. Spring ___
8. Street ___
9. Splash ___
10. Squirrel ___
11. Spoon ___

19.2.2.3.7.0.3(429) Given six pictures depicting objects that begin with an initial l cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Blocks ___
2. Flower ___
3. Glass ___
4. Clock ___
5. Plate ___
6. Sleeping ___

19.2.2.3.7.0.4(430) Given two pictures depicting objects that begin with an initial w cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Quarter ___
2. Twelve ___

PRODUCTION OF FINAL CLUSTERS (STATES INDEPENDENTLY)

19.2.2.3.8.0.1(431) Given eight pictures depicting objects that end with a final r cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Horn ___
2. Sharp ___
3. Heart ___
4. Card ___
5. Fork ___
6. Scarf ___
7. Carve ___
8. Cars ___

BASIC SKILLS
COMMUNICATION SKILLS

19.2.2.3.8.0.2(432) Given three pictures depicting objects that end with a final s cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Nest ___
2. Desk ___
3. Wasp ___

19.2.2.3.8.0.3(433) Given seven pictures depicting objects that end with a final l cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Film ___
2. Scalp ___
3. Salt ___
4. Cold ___
5. Milk ___
6. Shelf ___
7. Twelve ___

19.2.2.3.8.0.4(434) Given five pictures depicting objects that end with the final clusters, ks, nd, mp, nk, or nt, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Socks ___
2. Lamp ___
3. Paint ___
4. Bank ___
5. Hand ___

WRITTEN LANGUAGE

PRE-WRITING SKILLS

19.2.2.4.1.0.1(435) Given an appropriately sized pencil and a demonstration, the student will, to the satisfaction of the teacher, pick up the pencil and hold it with a proper writing grip.

This objective is mastered when the student:

1. Picks up pencil ___
2. Holds it with proper writing grip ___

19.2.2.4.1.0.2(436) Given an appropriately sized pencil and a blank sheet of 12" x 18" art paper, the student will, to the satisfaction of the teacher, make a straight horizontal line on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil ___
2. Draws line ___
3. Draws horizontal line ___
4. Draws horizontal line across width of paper ___
5. Draws line straight ___

19.2.2.4.1.0.3(437) Given an appropriately sized pencil and a blank sheet of 12" x 18" art paper, the student will, to the satisfaction of the teacher, make a straight vertical line on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil ___
2. Draws line ___
3. Draws vertical line ___
4. Draws vertical line down length of paper ___
5. Draws line straight ___

19.2.2.4.1.0.4(438) Given an appropriately sized pencil and a blank sheet of

12" x 18" art paper, the student will, to the satisfaction of the teacher, make a large circle on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil ___
2. Draws line ___
3. Draws circular line ___
4. Draws complete circle ___

REPRODUCTION - TRACING

19.2.2.4.2.0.1(439) Given a transparency marker and a laminated master showing one row of four one inch vertical lines and one row of four one inch horizontal lines, the student will, to the satisfaction of the teacher, trace each line with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker ___
2. Traces vertical lines ___
3. Traces within 1/8" of vertical master line:
    - First line ___
    - Second line ___
    - Third line ___
    - Fourth line ___
4. Traces horizontal lines ___
5. Traces within 1/8" of horizontal master line:
    - First line ___
    - Second line ___
    - Third line ___
    - Fourth line ___

19.2.2.4.2.0.2(440) Given a transparency marker and a laminated master showing one row of four one inch right to left diagonal lines and one row of four one inch left to right diagonal lines, the student will, to the satisfaction of the teacher, trace each diagonal line with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker ___

2. Traces right to left diagonal lines ___

3. Traces within 1/8" of right to left diagonal master line:
    First line ___ Third line ___
    Second line ___ Fourth line ___

4. Traces left to right diagonal lines ___

5. Traces within 1/8" of left to right diagonal master line:
    First line ___ Third line ___
    Second line ___ Fourth line ___

19.2.2.4.2.0.3(441) Given a transparency marker and a laminated master showing one row of four circles, one row of four squares, and one row of four triangles, the student will, to the satisfaction of the teacher, trace each shape with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker ___

2. Traces circles ___

3. Traces within 1/8" of circle master line:
    First circle ___ Third circle ___
    Second circle ___ Fourth circle ___

4. Traces squares ___

5. Traces within 1/8" of square master line:
    First square ___ Third square ___
    Second square ___ Fourth square ___

6. Traces triangles ___

7. Traces within 1/8" of triangle master line:
    First triangle ___ Third triangle ___
    Second triangle ___ Fourth triangle ___

BASIC SKILLS
COMMUNICATION SKILLS

19.2.2.4.2.0.4(442) Given a transparency marker and two laminated masters (one showing ten upper case letters and one showing ten lower case letters), the student will, to the satisfaction of the teacher, trace each letter with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker ___

2. Traces letters ___

3. Traces following letters within 1/8" of master line:

"W" ___
"N" ___
"H" ___
"B" ___
"U" ___
"A" ___
"R" ___
"G" ___
"Z" ___
"E" ___
"v" ___
"m" ___
"y" ___
"a" ___
"t" ___
"d" ___
"x" ___
"p" ___
"s" ___
"g" ___

19.2.2.4.2.0.5(443) Given a transparency marker and a laminated master showing five pairs of upper and lower case letters, the student will, to the satisfaction of the teacher, trace each letter with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker ___

2. Traces letters ___

3. Traces following letters within 1/8" of master line:

"E" ___
"b" ___
"B" ___
"w" ___
"S" ___
"r" ___
"M" ___
"f" ___
"T" ___
"a" ___

19.2.2.4.2.0.6(444) Given a red marking pen and a sheet of lined paper with his age printed on it, the student will, to the satisfaction of the teacher, trace each number with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen ___

2. Traces number(s) ___

3. Traces within 1/8" of number master lines ___

19.2.2.4.2.0.7(445) Given a red marking pen and a sheet of lined paper with his telephone number printed on it, the student will, to the satisfaction of the teacher, trace each number with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen ___
2. Traces numbers ___
3. Traces within 1/8" of first number master line ___
4. Traces within 1/8" of second number master line ___
5. Traces within 1/8" of third number master line ___
6. Traces within 1/8" of dash ___
7. Traces within 1/8" of fourth number master line ___
8. Traces within 1/8" of fifth number master line ___
9. Traces within 1/8" of sixth number master line ___
10. Traces within 1/8" of seventh number master line ___

19.2.2.4.2.0.8(446) Given a transparency marker and a laminated master showing the numbers one through ten, the student will, to the satisfaction of the teacher, trace each number with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker ___
2. Traces numbers ___

3. Traces following numbers within 1/8" of master line:
"1" ___ "3" ___ "5" ___ "7" ___ "9" ___
"2" ___ "4" ___ "6" ___ "8" ___ "10" ___

19.2.2.4.2.0.9(447) Given a red marking pen and a sheet of lined paper with his first name printed on it, the student will, to the satisfaction of the teacher, trace each of the letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen ___
2. Traces letters ___
3. Traces within 1/8" of first letter master line ___
4. Traces within 1/8" of second letter master line ___
5. Traces within 1/8" of all letter master lines ___

19.2.2.4.2.0.10(448) Given a red marking pen and a sheet of lined paper with his first and last name printed on it, the student will, to the satisfaction of the teacher, trace each of the letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen ___
2. Traces letters ___
3. Traces within 1/8" of first letter master line of first name ___
4. Traces within 1/8" of second letter master line of first name ___
5. Traces within 1/8" of all letter master lines of first name ___
6. Traces within 1/8" of first letter master line of last name ___

7. Traces within 1/8" of second letter master line of last name ___

8. Traces within 1/8" of all letter master lines of last name ___

19.2.2.4.2.0.11(449) Given a red marking pen and a sheet of lined paper with his street address printed on it, the student will, to the satisfaction of the teacher, trace each of the numbers and letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen ___

2. Traces numbers ___

3. Traces within 1/8" of all number master lines ___

4. Traces letters ___

5. Traces within 1/8" of first letter master line ___

6. Traces within 1/8" of second letter master line ___

7. Traces within 1/8" of all letter master lines ___

19.2.2.4.2.0.12(450) Given a red marking pen and a sheet of lined paper with his street address, city, and state printed on it, the student will, to the satisfaction of the teacher, trace each of the numbers and letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen ___

2. Traces numbers ___

3. Traces within 1/8" of all number master lines ___

4. Traces letters ___

5. Traces within 1/8" of first street letter master line ___

6. Traces within 1/8" of all street letter master lines ___
7. Traces within 1/8" of first city letter master line ___
8. Traces within 1/8" of second city letter master line ___
9. Traces within 1/8" of all city letter master lines ___
10. Traces within 1/8" of first state letter master line ___
11. Traces within 1/8" of second state letter master line ___
12. Traces within 1/8" of all state letter master lines ___
13. Traces within 1/8" of all punctuation master lines ___

REPRODUCTION - COPYING FROM VISUAL CUES

19.2.2.4.3.0.1(451) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four one inch vertical lines and one row of four one inch horizontal lines, the student will, to the satisfaction of the teacher, recognizably copy each line on the blank paper, staying within plus or minus 1/4" of the one inch length.

This objective is mastered when the student:

1. Picks up pencil ___
2. Copies vertical lines ___
3. Draws vertical lines from 3/4" - 1 1/4" long:
    First line ___ Third line ___
    Second line ___ Fourth line ___
4. Spaces adequately between vertical lines ___
5. Copies horizontal lines ___
6. Draws horizontal lines from 3/4" - 1 1/4" long:
    First line ___ Third line ___
    Second line ___ Fourth line ___
7. Spaces adequately between lines ___

19.2.2.4.3.0.2(452) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four one inch right to left diagonal lines and one row of four one inch left to right diagonal lines, the student will, to the satisfaction of the teacher, recognizably copy each diagonal line on the blank paper, staying within plus or minus 1/4" of the one inch length.

This objective is mastered when the student:

1. Picks up pencil ___
2. Copies right to left diagonal lines ___
3. Draws right to left diagonal lines from 3/4" - 1 1/4" long:
   First line ___ Third line ___
   Second line ___ Fourth line ___
4. Spaces adequately between right to left diagonal lines ___
5. Copies left to right diagonal lines ___
6. Draws left to right diagonal lines from 3/4" - 1 1/4" long:
   First line ___ Third line ___
   Second line ___ Fourth line ___
7. Spaces adequately between left to right diagonal lines ___

19.2.2.4.3.0.3(453) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four circles, one row of four squares, and one row of four triangles, the student will, to the satisfaction of the teacher, recognizably copy each shape on the blank paper.

This objective is mastered when the student:

1. Picks up pencil ___
2. Copies circles ___
3. Copies circles recognizably:
   First circle ___ Third circle ___
   Second circle ___ Fourth circle ___
4. Draws all circles approximately same size as master circles ___
5. Spaces adequately between circles ___

6. Copies squares ___

7. Copies squares recognizably:
   First square ___ Third square ___
   Second square ___ Fourth square ___

8. Draws all squares approximately same size as master squares ___

9. Spaces adequately between squares ___

10. Copies triangles ___

11. Copies triangles recognizably:
    First triangle ___ Third triangle ___
    Second triangle ___ Fourth triangle ___

12. Draws all triangles approximately same size as master triangles ___

13. Spaces adequately between triangles ___

19.2.2.4.3.0.4(454) Given a pencil, two blank sheets of lined paper, and two laminated masters (one showing ten upper case letters and one showing ten lower case letters), the student will, to the satisfaction of the teacher, recognizably copy each letter on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies letters ___

3. Copies following letters recognizably:
   "r" ___ "p" ___ "u" ___ "q" ___ "h" ___
   "x" ___ "l" ___ "n" ___ "s" ___ "g" ___

4. Copies following letters within 1/4" of printed guidelines:
   "r" ___ "p" ___ "u" ___ "q" ___ "h" ___
   "x" ___ "l" ___ "n" ___ "s" ___ "g" ___

5. Spaces adequately between lower case letters ___

6. Copies following letters recognizably:
   "U" ___ "B" ___ "G" ___ "D" ___ "Q" ___
   "E" ___ "J" ___ "Z" ___ "N" ___ "F" ___

7. Copies following letters within 1/4" of printed guidelines:
"U" ___ "B" ___ "G" ___ "D" ___ "Q" ___
"E" ___ "J" ___ "Z" ___ "N" ___ "F" ___

8. Spaces adequately between upper case letters ___

19.2.2.4.3.0.5(455) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of five pairs of upper and lower case letters, the student will, to the satisfaction of the teacher, recognizably copy each letter on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies letters ___

3. Copies following letters recognizably:
"S" ___ "F" ___ "T" ___ "M" ___ "Y" ___
"t" ___ "g" ___ "h" ___ "c" ___ "r" ___

4. Copies in correct order for each pair ___

5. Spaces adequately between letters ___

6. Copies following letters within 1/4" of printed guidelines:
"S" ___ "F" ___ "T" ___ "M" ___ "Y" ___
"t" ___ "g" ___ "h" ___ "c" ___ "r" ___

19.2.2.4.3.0.6(456) Given a pencil, a blank sheet of lined paper, and a master with his age printed on it, the student will, to the satisfaction of the teacher, recognizably copy his age on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies number ___

3. Copies all numbers ___

4. Copies numbers in correct order (if appropriate) ___
5. Copies number(s) recognizably ___
6. Spaces appropriately ___
7. Copies within 1/4" of printed guidelines ___

19.2.2.4.3.0.7(457) Given a pencil, a blank sheet of lined paper, and a master with his telephone number printed on it, the student will, to the satisfaction of the teacher, recognizably copy his telephone number on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Copies numbers ___
3. Copies all seven numbers ___
4. Copies dash ___
5. Copies all numbers in correct order ___
6. Copies dash in proper place ___
7. Copies numbers recognizably ___
8. Spaces numbers appropriately ___
9. Copies numbers within 1/4" of printed guidelines ___

19.2.2.4.3.0.8(458) Given a pencil, a blank sheet of lined paper, and a laminated master showing the numbers one through ten, the student will, to the satisfaction of the teacher, recognizably copy each number on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies numbers ___

3. Copies following numbers recognizably:
"1" ___ "3" ___ "5" ___ "7" ___ "9" ___
"2" ___ "4" ___ "6" ___ "8" ___ "10" ___

4. Copies numbers in order ___

5. Spaces adequately between numbers ___

6. Copies following numbers within 1/4" of printed guidelines:
"1" ___ "3" ___ "5" ___ "7" ___ "9" ___
"2" ___ "4" ___ "6" ___ "8" ___ "10" ___

19.2.2.4.3.0.9(459) Given a pencil, a blank sheet of lined paper, and a master with his first name printed on it, the student will, to the satisfaction of the teacher, recognizably copy his first name on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies letters ___

3. Copies all letters ___

4. Copies letters in correct order ___

5. Copies letters recognizably ___

6. Spaces between letters appropriately ___

7. Copies letters within 1/4" of printed guidelines ___

19.2.2.4.3.0.10(460) Given a pencil, a blank sheet of lined paper, and a master with his first and last name printed on it, the student will, to the satisfaction of the teacher, recognizably copy his first and last name on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Copies letters ___
3. Copies all letters in first name ___
4. Copies letters in first name in correct order ___
5. Copies letters in first name recognizably ___
6. Spaces letters in first name appropriately ___
7. Copies letters in first name within 1/4" of printed guidelines ___
8. Copies all letters in last name ___
9. Copies letters in last name in correct order ___
10. Copies letters in last name recognizably ___
11. Spaces letters in last name appropriately ___
12. Copies letters in last name within 1/4" of printed guidelines ___
13. Spaces between first and last name appropriately ___

19.2.2.4.3.0.11(461) Given a pencil, a blank sheet of lined paper, and a master with his street address printed on it, the student will, to the satisfaction of the teacher, recognizably copy his address on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Copies numbers ___
3. Copies all numbers ___
4. Copies numbers in correct order ___
5. Copies numbers recognizably ___
6. Spaces between numbers appropriately ___
7. Copies numbers within 1/4" of printed guidelines ___
8. Spaces between numbers and street name appropriately ___
9. Copies letters ___
10. Copies all letters in street name and abbreviation ___
11. Copies letters in street name and abbreviation in correct order ___

12. Copies letters in street name and abbreviation recognizably ___

13. Spaces between letters in street name and abbreviation appropriately ___

14. Copies letters in street name and abbreviation within 1/4" of printed guidelines ___

15. Capitalizes correctly ___

16. Punctuates correctly ___

19.2.2.4.3.0.12(462) Given a pencil, a blank sheet of lined paper, and a master with his street address, city, and state printed on it, the student will, to the satisfaction of the teacher, recognizably copy his complete address on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies numbers ___

3. Copies all numbers ___

4. Copies numbers in correct order ___

5. Copies numbers recognizably ___

6. Spaces between numbers appropriately ___

7. Copies numbers within 1/4" of printed guidelines ___

8. Spaces between numbers and street name appropriately ___

9. Copies letters ___

10. Copies all letters in:
    Street name and abbreviation ___
    City ___
    State ___

11. Copies letters in correct order:
    Street name and abbreviation ___
    City ___
    State ___

12. Copies letters recognizably:
    Street name and abbreviation ___
    City ___
    State ___

13. Spaces between street name and abbreviation appropriately ___

14. Spaces between city and state appropriately ___

15. Copies letters within 1/4" of printed guidelines:
    Street name and abbreviation ___
    City ___
    State ___

16. Capitalizes correctly ___

17. Punctuates entire address correctly ___

PRODUCTION (WRITES INDEPENDENTLY)

19.2.2.4.4.0.1(463) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his age, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Writes numbers ___
3. Writes all correct numbers in age ___
4. Writes numbers in correct order (if appropriate) ___
5. Writes numbers recognizably ___
6. Spaces numbers appropriately ___
7. Writes numbers within 1/4" of printed guidelines ___

19.2.2.4.4.0.2(464) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his telephone number, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Writes numbers ___
3. Writes all correct numbers ___
4. Writes dash ___
5. Writes numbers in correct order ___
6. Writes dash in proper place ___
7. Writes numbers recognizably ___
8. Spaces numbers appropriately ___
9. Writes numbers within 1/4" of printed guidelines ___

19.2.2.4.4.0.3(465) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his first name, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Writes letters ___
3. Capitalizes first letter ___
4. Writes all correct letters ___
5. Writes letters in correct order ___
6. Writes letters recognizably ___
7. Spaces between letters appropriately ___
8. Writes letters within 1/4" of printed guidelines ___

19.2.2.4.4.0.4(466) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his first and last name, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Writes letters ___
3. Capitalizes first letter of first name ___
4. Writes all correct letters in first name ___
5. Writes letters in first name in correct order ___
6. Writes letters in first name recognizably ___
7. Spaces letters in first name appropriately ___

8. Writes letters in first name within 1/4" of printed guidelines ___

9. Spaces between first and last names appropriately ___

10. Capitalizes first letter of last name ___

11. Writes all correct letters in last name ___

12. Writes letters in last name in correct order ___

13. Writes letters in last name recognizably ___

14. Spaces letters in last name appropriately ___

15. Writes letters in last name within 1/4" of printed guidelines ___

19.2.2.4.4.0.5(467) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his street address, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___
2. Writes numbers ___
3. Writes all correct numbers ___
4. Writes numbers in correct order ___
5. Writes numbers recognizably ___
6. Spaces between numbers appropriately ___
7. Writes numbers within 1/4" of printed guidelines ___
8. Capitalizes first letter:
    Street name ___
    Abbreviation ___
9. Writes all correct letters:
    Street name ___
    Abbreviation ___
10. Writes letters in correct order:
    Street name ___
    Abbreviation ___

11. Writes letters recognizably:
    Street name ___
    Abbreviation ___

12. Spaces letters appropriately:
    Street name ___
    Abbreviation ___

13. Writes letters within 1/4" of printed guidelines:
    Street name ___
    Abbreviation ___

14. Spaces between numbers and street name appropriately ___

15. Spaces between street name and abbreviation appropriately ___

16. Uses punctuation correctly ___

19.2.2.4.4.0.6(468) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his street address, city, and state, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Writes numbers ___

3. Writes all correct numbers ___

4. Writes numbers in correct order ___

5. Writes numbers recognizably ___

6. Spaces between numbers appropriately ___

7. Writes numbers within 1/4" of printed guidelines ___

8. Spaces between numbers and street name appropriately ___

9. Writes letters ___

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10. Capitalizes first letter:
    Street name and abbreviation ___
    City ___
    State ___

11. Writes all correct letters:
    Street name and abbreviation ___
    City ___
    State ___

12. Writes letters in correct order:
    Street name and abbreviation ___
    City ___
    State ___

13. Writes letters recognizably:
    Street name and abbreviation ___
    City ___
    State ___

14. Spaces between street name and abbreviation appropriately ___

15. Spaces between city and state appropriately ___

16. Writes letters within 1/4" of printed guidelines:
    Street name and abbreviation ___
    City ___
    State ___

17. Capitalizes correctly ___

18. Punctuates entire address correctly ___

READING

VISUAL DISCRIMINATION

19.2.2.5.1.0.1(469) Given three sets of five objects (the objects within a set varying only in color), the student will, with 100% accuracy, touch the one object in each set which is exactly the same color as the object presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 1" red cube)
1. 1" red cube, 1" orange cube, 1" yellow cube, 1" blue cube, 1" purple cube ___

(Stimulus: white golf tee)
2. Green golf tee, white golf tee, yellow golf tee, red golf tee, blue golf tee ___

(Stimulus: blue button)
3. Brown button, yellow button, white button, red button, blue button ___

19.2.2.5.1.0.2(470) Given three sets of five geometric shapes (the shapes within a set remaining constant in size and color), the student will, with 100% accuracy, touch the one shape in each set which is exactly the same as the shape presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 5" red circle)
1. 5" red diamond, 5" red star, 5" red triangle, 5" red square, 5" red circle ___

(Stimulus: 5" black triangle)
2. 5" black circle, 5" black triangle, 5" black square, 5" black oval, 5" black star ___

(Stimulus: 4" yellow square)
3. 4" yellow octagon, 4" yellow star, 4" yellow rectangle, 4" yellow circle, 4" yellow square ___

19.2.2.5.1.0.3(471) Given three sets of five objects (the objects within a set varying only in size), the student will, with 100% accuracy, touch the one object in each set which is exactly the same size as the object presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 3" x 5" felt rectangle)
1. 3" x 5" felt rectangle, 4" x 6" felt rectangle, 3" x 2" felt rectangle, 1" x 4" felt rectangle, 4" x 7" felt rectangle ___

(Stimulus: 3 3/4" pencil)
2. 6" pencil, 4 1/2" pencil, 5 1/4" pencil, 3 3/4" pencil, 2" pencil ___

(Stimulus: 12" zipper)
3. 7" zipper, 22" zipper, 18" zipper, 12" zipper, 9" zipper ___

19.2.2.5.1.0.4(472) Given ten playing cards (two each of five different cards) arranged in random order, the student will, with 100% accuracy, match the cards into pairs by number and suit by handing each pair of cards to the teacher.

This objective is mastered when the student:

(Stimuli: 5 of hearts, 7 of clubs, 4 of spades, 5 of hearts, 10 of diamonds
4 of spades, 8 of hearts, 10 of diamonds, 7 of clubs, 8 of hearts)

1. Gives teacher 5 of hearts pair ___
2. Gives teacher 7 of clubs pair ___
3. Gives teacher 4 of spades pair ___
4. Gives teacher 10 of diamonds pair ___
5. Gives teacher 8 of hearts pair ___

19.2.2.5.1.0.5(473) Given nine sets of five pictures, the student will, with 100% accuracy, touch all the animal pictures in sets 1-3, all the clothing pictures in sets 4-6, and all the transportation pictures in sets 7-9.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

(Pictures: Cow, tree, pig, elephant, house)
1. "Touch all of the animal pictures." ___

(Pictures: Rabbit, dog, carrot, fish, flower)
2. "Touch all of the animal pictures." ___

(Pictures: Monkey, baby, horse, chair, wagon)
3. "Touch all of the animal pictures." ___

(Pictures: Dress, shirt, hanger, pajamas, bed)
4. "Touch all of the pictures of clothes." ___

(Pictures: Bathing suit, ball, sweater, lamp shade, butterfly)
5. "Touch all of the pictures of clothes." ___

(Pictures: Raincoat, slacks, tree, cat, skirt)
6. "Touch all of the pictures of clothes." ___

(Pictures: Broom, car, bicycle, box, train)
7. "Touch all of the pictures of things you can ride on."___

(Pictures: Plane, sailboat, sweater, bus, bird)
8. "Touch all of the pictures of things you can ride on."___

(Pictures: Truck, bridge, fish, garbage can, steamboat)
9. "Touch all of the pictures of things you can ride on."___

VISUAL MEMORY

19.2.2.5.2.0.1(474) Given three sets of three pictures of objects, the student will, with 100% accuracy, after one picture is removed from a set, state the name of the pictured object that is missing from each set.

This objective is mastered when the student names the underlined picture in each set below:

(Remove the picture of the ball.)
1. Ball, bike, house ___

(Remove the picture of the banana.)
2. Apple, banana, orange ___

(Remove the picture of the car.)
3. Car, plane, train ___

19.2.2.5.2.0.2(475) Given two sets of four large beads (one set having four beads of the same color but with different shapes and one set having four beads of the same shape but with different colors), a string, and one sample each of a shape sequence and of a color sequence, the student will, with 100% accuracy, after having viewed each sample for a period of ten seconds, string each set of beads in the order indicated by each sample sequence.

This objective is mastered when the student:

(Present the following color sequence for 10 seconds: Green, yellow, red, blue)

1. Strings beads in following right to left sequence:
    - a. Blue ___
    - b. Red ___
    - c. Yellow ___
    - d. Green ___

(Present the following shape sequence for 10 seconds: Oval, square, round, octagonal)

2. Strings beads in following right to left sequence:
    - a. Octagonal ___
    - b. Round ___
    - c. Square ___
    - d. Oval ___

IDENTIFICATION OF LETTERS

19.2.2.5.3.0.1(476) Given ten sets of five upper case alphabet flashcards, the student will, with 100% accuracy, touch the one letter in each set named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: P C Q G O)
1. "Touch the letter 'C'." ___

(Flashcards: C J D U G)
2. "Touch the letter 'G'." ___

(Flashcards: E R T F Z)
3. "Touch the letter 'E'." ___

(Flashcards: X F K B Y)
4. "Touch the letter 'K'." ___

(Flashcards: Q C A O D)
5. "Touch the letter 'O'." ___

(Flashcards: F T L H I)
6. "Touch the letter 'I'." ___

(Flashcards: D Q W O G)
7. "Touch the letter 'Q'." ___

(Flashcards: L T M I J)
8. "Touch the letter 'L'." ___

(Flashcards: F N H B M)
9. "Touch the letter 'H'." ___

(Flashcards: V S B R K)
10. "Touch the letter 'R'." ___

19.2.2.5.3.0.2(477) Given ten sets of five lower case alphabet flashcards, the student will, with 100% accuracy, touch the one letter in each set named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: i k l x j)
1. "Touch the letter 'j'." ___

(Flashcards: g t d p b)
2. "Touch the letter 'd'." ___

(Flashcards: m v z w u)
3. "Touch the letter 'w'." ___

(Flashcards: f h y r t)
4. "Touch the letter 'f'." ___

(Flashcards: s b a d q)
5. "Touch the letter 'b'." ___

(Flashcards: u m h n b)
6. "Touch the letter 'n'." ___

(Flashcards: h l f x t)
7. "Touch the letter 't'." ___

(Flashcards: p b q r g)
8. "Touch the letter 'p'." ___

(Flashcards: w m u h n)
9. "Touch the letter 'm'." ___

(Flashcards: o c a n e)
10. "Touch the letter 'a'." ___

19.2.2.5.3.0.3(478) Given ten sets of seven upper and lower case alphabet flashcards, the student will, with 100% accuracy, touch the two flashcards in each set containing the one letter named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: E c f e F H g)
1. "Touch all of the 'Es'." ___

(Flashcards: b d o p g D P)
2. "Touch all of the 'Ds'." ___

(Flashcards: R E h B d b r)
3. "Touch all of the 'Bs'." ___

(Flashcards: o A e V a R v)
4. "Touch all of the 'As'." ___

(Flashcards: G p Q g q C o)
5. "Touch all of the 'Gs'." ___

(Flashcards: p q O P e R Q)
6. "Touch all of the 'Qs'." ___

(Flashcards: H m B h n b f)
7. "Touch all of the 'Hs'." ___

(Flashcards: B R n E r e P)
8. "Touch all of the 'Rs'." ___

(Flashcards: V g y W v p Y)
9. "Touch all of the 'Ys'." ___

(Flashcards: r F H L f t e)
10. "Touch all of the 'Fs'." ___

NAMING LETTERS

19.2.2.5.4.0.1(479) Given 26 upper case alphabet flashcards, the student will, with 100% accuracy, name each letter when presented one at a time in random order by the teacher.

This objective is mastered when the student names each of the following letters:

1. "A" ___
2. "B" ___
3. "C" ___
4. "D" ___
5. "E" ___
6. "F" ___
7. "G" ___
8. "H" ___
9. "I" ___
10. "J" ___
11. "K" ___
12. "L" ___
13. "M" ___
14. "N" ___
15. "O" ___
16. "P" ___
17. "Q" ___
18. "R" ___
19. "S" ___
20. "T" ___
21. "U" ___
22. "V" ___
23. "W" ___
24. "X" ___
25. "Y" ___
26. "Z" ___

19.2.2.5.4.0.2(480) Given 26 lower case alphabet flashcards, the student will, with 100% accuracy, name each letter when presented one at a time in random order by the teacher.

This objective is mastered when the student names each of the following letters:

1. "a" ___
2. "b" ___
3. "c" ___
4. "d" ___
5. "e" ___
6. "f" ___
7. "g" ___
8. "h" ___
9. "i" ___
10. "j" ___
11. "k" ___
12. "l" ___
13. "m" ___
14. "n" ___
15. "o" ___
16. "p" ___
17. "q" ___
18. "r" ___
19. "s" ___
20. "t" ___
21. "u" ___
22. "v" ___
23. "w" ___
24. "x" ___
25. "y" ___
26. "z" ___

NAMING SIGHT VOCABULARY

19.2.2.5.5.0.1(481) Given ten safety word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Walk" ___
2. "Stop" ___
3. "Fire Exit" ___
4. "Railroad Crossing" ___
5. "Danger" ___
6. "Flammable" ___
7. "Beware of Dog" ___
8. "Poison" ___
9. "Caution" ___
10. "Keep Out" ___

19.2.2.5.5.0.2(482) Given ten public sign word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Telephone" ___
2. "Men" ___
3. "No Trespassing" ___
4. "Wet Paint" ___
5. "Entrance" ___
6. "Exit" ___
7. "Women" ___
8. "Restroom" ___
9. "No Eating" ___
10. "No Smoking" ___

19.2.2.5.5.0.3(483) Given five public building title flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Fire Department" ___
2. "Post Office" ___
3. "Police Station" ___
4. "Hospital" ___
5. "Library" ___

19.2.2.5.5.0.4(484) Given 16 directional word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Open" ___
2. "Down" ___
3. "Pull" ___
4. "Stop" ___
5. "Close" ___
6. "Back" ___
7. "Left" ___
8. "Over" ___
9. "Front" ___
10. "Right" ___
11. "Push" ___
12. "Go" ___
13. "Off" ___
14. "Up" ___
15. "On" ___
16. "Under" ___

19.2.2.5.5.0.5(485) Given 12 flashcards containing the names of the months of the year, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "October" ___
2. "March" ___
3. "July" ___
4. "December" ___
5. "February" ___
6. "June" ___
7. "April" ___
8. "January" ___
9. "November" ___
10. "August" ___
11. "May" ___
12. "September" ___

19.2.2.5.5.0.6(486) Given nine flashcards containing the abbreviations of the months of the year, the student will, with 100% accuracy, name each abbreviation when presented one at a time by the teacher.

This objective is mastered when the student names each of the following abbreviations:

1. "Dec." ___
2. "Apr." ___
3. "Feb." ___
4. "Oct." ___
5. "Aug." ___
6. "Mar." ___
7. "Nov." ___
8. "Jan." ___
9. "Sept." ___

19.2.2.5.5.0.7(487) Given seven flashcards containing the names of the days of the week, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Wednesday" ___
2. "Friday" ___
3. "Sunday" ___
4. "Thursday" ___
5. "Monday" ___
6. "Saturday" ___
7. "Tuesday" ___

19.2.2.5.5.0.8(488) Given seven flashcards containing the abbreviations of the days of the week, the student will, with 100% accuracy, name each abbreviation when presented one at a time by the teacher.

This objective is mastered when the student names each of the following abbreviations:

1. "Fri." ___
2. "Sun." ___
3. "Tues." ___
4. "Mon." ___
5. "Wed." ___
6. "Sat." ___
7. "Thurs." ___

19.2.2.5.5.0.9(489) Given eight flashcards containing familiar public titles or abbreviations of titles, the student will, with 100% accuracy, name each word or abbreviation when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words and abbreviations:

1. "Principal" ___
2. "Mr." ___
3. "Miss" ___
4. "Lawyer" ___
5. "Dr." ___
6. "Mrs." ___
7. "Doctor" ___
8. "Ms." ___

19.2.2.5.5.0.10(490) Given nine family title flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Mother" ___
2. "Uncle" ___
3. "Father" ___
4. "Grandmother" ___
5. "Aunt" ___
6. "Brother" ___
7. "Cousin" ___
8. "Grandfather" ___
9. "Sister" ___

19.2.2.5.5.0.11(491) Given ten color word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Black" ___
2. "Green" ___
3. "Blue" ___
4. "Orange" ___
5. "Pink" ___
6. "Brown" ___
7. "Purple" ___
8. "Red" ___
9. "White" ___
10. "Yellow" ___

19.2.2.5.5.0.12(492) Given nine weather word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Hot" ___
2. "Rainy" ___
3. "Cool" ___
4. "Sunny" ___
5. "Warm" ___
6. "Foggy" ___
7. "Cloudy" ___
8. "Windy" ___
9. "Cold" ___

19.2.2.5.5.0.13(493) Given 30 essential helping word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "they" ___
2. "she" ___
3. "in" ___
4. "to" ___
5. "our" ___
6. "for" ___
7. "be" ___
8. "a" ___
9. "with" ___
10. "my" ___
11. "we" ___
12. "down" ___
13. "an" ___
14. "he" ___
15. "is" ___
16. "of" ___
17. "and" ___
18. "out" ___
19. "the" ___
20. "off" ___
21. "you" ___
22. "I" ___
23. "at" ___
24. "if" ___
25. "me" ___
26. "on" ___
27. "up" ___
28. "see" ___
29. "can" ___
30. "will" ___

COMPREHENSION OF SIGHT VOCABULARY

19.2.2.5.6.0.1(494) Given two sets of five safety word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Hole with barricades, (2) Dog behind fence, (3) Policeman with hand up, (4) Boy walking, (5) Girl running away from fire)

(Flashcard: "Stop")
1. Touches picture #3 ___

(Flashcard: "Fire Exit")
2. Touches picture #5 ___

(Flashcard: "Danger")
3. Touches picture #1 ___

(Flashcard: "Walk")
4. Touches picture #4 ___

(Flashcard: "Beware of Dog")
5. Touches picture #2 ___

(Pictures: (1) Burning curtains, (2) Boy at door, (3) Railroad Crossing, (4) Green light, (5) Bottle of poison)

(Flashcard: "Flammable")
6. Touches picture #1 ___

(Flashcard: "Poison")
7. Touches picture #5 ___

(Flashcard: "Go")
8. Touches picture #4 ___

(Flashcard: "Keep Out")
9. Touches picture #2 ___

(Flashcard: "Railroad Crossing")
10. Touches picture #3 ___

19.2.2.5.6.0.2(495) Given two sets of five public sign word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Boy leaving room, (2) Lady smoking [covered by red X], (3) Girl entering washroom, (4) Telephone, (5) Chained drive)

(Flashcard: "Restroom")
1. Touches picture #3 ___

(Flashcard: "No Trespassing")
2. Touches picture #5 ___

(Flashcard: "No Smoking")
3. Touches picture #2 ___

(Flashcard: "Exit")
4. Touches picture #1 ___

(Flashcard: "Telephone")
5. Touches picture #4 ___

(Pictures: (1) Group of women, (2) Boy entering room, (3) Boy eating [covered by red X], (4) Group of men, (5) Man painting fence)

(Flashcard: "Wet Paint")
6. Touches picture #5 ___

(Flashcard: "Women")
8. Touches picture #1 ___

(Flashcard: "Entrance")
7. Touches picture #2 ___

(Flashcard: "Men")
9. Touches picture #4 ___

(Flashcard: "No Eating")
10. Touches picture #3 ___

19.2.2.5.6.0.3(496) Given a set of five public building title flashcards and a set of five corresponding pictures, the student will, with 100% accuracy, touch the picture which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Fire Department, (2) Library, (3) Police Station, (4) Post Office, (5) Hospital)

(Flashcard: "Library")
1. Touches picture #2 ___

(Flashcard: "Hospital")
3. Touches picture #5 ___

(Flashcard: "Police Station")
2. Touches picture #3 ___

(Flashcard: "Fire Department")
4. Touches picture #1 ___

(Flashcard: "Post Office")
5. Touches picture #4 ___

19.2.2.5.6.0.4(497) Given two sets of five directional word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Boy with left hand up, (2) Boy pulling wagon, (3) Closed door, (4) Boy with right hand up, (5) Open door)

(Flashcard: "Pull")
1. Touches picture #2 ___

(Flashcard: "Open")
2. Touches picture #5 ___

(Flashcard: "Right") (Flashcard: "Left")
3. Touches picture #4 ___ 4. Touches picture #1 ___

(Flashcard: "Close")
5. Touches picture #3 ___

(Pictures: (1) Back of girl, (2) Boy pushing car, (3) Airplane going down, (4) Front of girl, (5) Airplane going up)

(Flashcard: "Front") (Flashcard: "Back")
6. Touches picture #4 ___ 8. Touches picture #1 ___

(Flashcard: "Down") (Flashcard: "Up")
7. Touches picture #3 ___ 9. Touches picture #5 ___

(Flashcard: "Push")
10. Touches picture #2 ___

19.2.2.5.6.0.5(498) Given a set of flashcards containing the teacher's name and the names of one half of the student's classmates, the student will, with 100% accuracy, touch each person designated by the flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each flashcard presentation:

1. Touches first designated person ___ 2. Touches second designated person___

3. Touches all designated persons ___

19.2.2.5.6.0.6(499) Given two sets of five color word flashcards and two sets of five 3" x 3" colored construction paper squares, the student will, with 100% accuracy, touch the color square in each set which is designated by each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Color squares: (1) Yellow, (2) Purple, (3) Black, (4) Green, (5) Brown)

(Flashcard: "Black")
1. Touches square #3 ___

(Flashcard: "Yellow")
2. Touches square #1 ___

(Flashcard: "Brown")
3. Touches square #5 ___

(Flashcard: "Green")
4. Touches square #4 ___

(Flashcard: "Purple")
5. Touches square #2 ___

(Color squares: (1) Red, (2) White, (3) Pink, (4) Orange, (5) Blue)

(Flashcard: "Orange")
6. Touches square #4 ___

(Flashcard: "Red")
7. Touches square #1 ___

(Flashcard: "Blue")
8. Touches square #5 ___

(Flashcard: "White")
9. Touches square #2 ___

(Flashcard: "Pink")
10. Touches square #3 ___

BASIC SKILLS COMPETENCY

NUMBER SKILLS

COUNTING AND NUMERAL IDENTIFICATION

ORAL COUNTING

19.2.3.1.1.0.1(500) Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 10 in sequential order.

This objective is mastered when the student:

1. Counts following numbers orally:

"1" ___ "3" ___ "5" ___ "7" ___ "9" ___
"2" ___ "4" ___ "6" ___ "8" ___ "10" ___

2. Counts numbers in correct order ___

19.2.3.1.1.0.2(501) Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 25 in sequential order.

This objective is mastered when the student:

1. Counts following numbers orally:

"1" ___ "6" ___ "11" ___ "16" ___ "21" ___
"2" ___ "7" ___ "12" ___ "17" ___ "22" ___
"3" ___ "8" ___ "13" ___ "18" ___ "23" ___
"4" ___ "9" ___ "14" ___ "19" ___ "24" ___
"5" ___ "10" ___ "15" ___ "20" ___ "25" ___

2. Counts numbers in correct order ___

19.2.3.1.1.0.3(502) Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 100 in sequential order.

This objective is mastered when the student:

BASIC SKILLS
NUMBER SKILLS

1. Counts numbers 1-5 orally ___
2. Counts numbers 6-10 orally ___
3. Counts numbers 11-15 orally ___
4. Counts numbers 16-20 orally ___
5. Counts numbers 21-30 orally ___
6. Counts numbers 31-50 orally ___
7. Counts numbers 51-75 orally ___
8. Counts numbers 76-100 orally ___
9. Counts numbers in correct order ___

19.2.3.1.1.0.4(503) Given a request by the teacher, the student will, with 100% accuracy, orally count by 10s to 100 in sequential order.

This objective is mastered when the student:

1. Counts orally by 10s to 100:

"10" ___ "30" ___ "50" ___ "70" ___ "90" ___
"20" ___ "40" ___ "60" ___ "80" ___ "100" ___

2. Counts in correct order ___

19.2.3.1.1.0.5(504) Given a request by the teacher, the student will, with 100% accuracy, orally count by 5s to 100 in sequential order.

This objective is mastered when the student:

1. Counts orally by 5s to 100:

"5" ___ "25" ___ "45" ___ "65" ___ "85" ___
"10" ___ "30" ___ "50" ___ "70" ___ "90" ___
"15" ___ "35" ___ "55" ___ "75" ___ "95" ___
"20" ___ "40" ___ "60" ___ "80" ___ "100" ___

2. Counts in correct order ___

19.2.3.1.1.0.6(505) Given a request by the teacher, the student will, with 100% accuracy, orally count by 2s to 20 in sequential order.

This objective is mastered when the student:

1. Counts orally by 2s to 20:

"2" ___ "6" ___ "10" ___ "14" ___ "18" ___

"4" ___ "8" ___ "12" ___ "16" ___ "20" ___

2. Counts in correct order ___

COUNTING OBJECTS

19.2.3.1.2.0.1(506) Given ten objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student:

1. Counts objects correctly to:

1 ___ 3 ___ 5 ___ 7 ___ 9 ___

2 ___ 4 ___ 6 ___ 8 ___ 10 ___

2. Touches each object ___

3. Maintains one-to-one correspondence ___

4. Counts each object only once ___

5. Does not omit any objects ___

6. Uses correct sequence of numbers ___

19.2.3.1.2.0.2(507) Given 30 objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student:

1. Counts objects correctly to:

   10 ___ 15 ___ 20 ___

   12 ___ 18 ___ 30 ___

2. Touches each object ___

3. Maintains one-to-one correspondence ___

4. Counts each object only once ___

5. Does not omit any objects ___

6. Uses correct sequence of numbers ___

19.2.3.1.2.0.3(508) Given 100 objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student:

1. Counts objects correctly to:

   30 ___ 50 ___ 70 ___ 90 ___

   40 ___ 60 ___ 80 ___ 100 ___

2. Touches each object ___

3. Maintains one-to-one correspondence ___

4. Counts each object only once ___

5. Does not omit any objects ___

6. Uses correct sequence of numbers ___

19.2.3.1.2.0.4(509) Given four presentations of 12 objects, the student will, with 100% accuracy, pick up a designated number of objects for each presentation.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me two." ___

(Return objects to collection)

2. "Give me six." ___

(Return objects to collection)

3. "Give me eight." ___

(Return objects to collection)

4. "Give me eleven." ___

NUMERAL IDENTIFICATION

19.2.3.1.3.0.1(510) Given 11 numeral flashcards from 0 to 10, the student will, with 100% accuracy, touch the correct flashcard when each of the 11 numbers is named in random order by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

1. "Touch number 3." ___
2. "Touch number 5." ___
3. "Touch number 2." ___
4. "Touch number 4." ___
5. "Touch 0." ___
6. "Touch number 1." ___
7. "Touch number 8." ___
8. "Touch number 6." ___
9. "Touch number 10." ___
10. "Touch number 9." ___
11. "Touch number 7." ___

19.2.3.1.3.0.2(511) Given 26 numeral flashcards from 0 to 25, the student will, with 100% accuracy, touch the correct flashcard when each of the 26 numbers is named in random order by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: 0, 1, 2, 3, 4, 5)

1. "Touch 0." ___
2. "Touch number 3." ___

3. "Touch number 2." ___
4. "Touch number 5." ___
5. "Touch number 1." ___
6. "Touch number 4." ___

(Flashcards: 6, 7, 8, 9, 10)

7. "Touch number 9." ___
8. "Touch number 7." ___
9. "Touch number 6." ___
10. "Touch number 8." ___
11. "Touch number 10." ___

(Flashcards: 11, 12, 13, 14, 15)

12. "Touch number 12." ___
13. "Touch number 15." ___
14. "Touch number 11." ___
15. "Touch number 14." ___
16. "Touch number 13." ___

(Flashcards: 16, 17, 18, 19, 20)

17. "Touch number 16." ___
18. "Touch number 19." ___
19. "Touch number 17." ___
20. "Touch number 20." ___
21. "Touch number 18." ___

(Flashcards: 21, 22, 23, 24, 25)

22. "Touch number 23." ___
23. "Touch number 21." ___
24. "Touch number 25." ___
25. "Touch number 24." ___
26. "Touch number 22." ___

NAMING NUMERALS

19.2.3.1.4.0.1(512) Given 11 numeral flashcards from 0 to 10, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:

1. "0" ___
2. "1" ___
3. "2" ___
4. "3" ___
5. "4" ___
6. "5" ___
7. "6" ___
8. "7" ___
9. "8" ___
10. "9" ___
11. "10" ___

19.2.3.1.4.0.2(513) Given 26 numeral flashcards from 0 to 25, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:

1. "0" ___
2. "1" ___
3. "2" ___
4. "3" ___
5. "4" ___
6. "5" ___
7. "6" ___
8. "7" ___
9. "8" ___
10. "9" ___
11. "10"___
12. "11"___
13. "12"___
14. "13"___
15. "14" ___
16. "15" ___
17. "16" ___
18. "17" ___
19. "18" ___
20. "19" ___
21. "20" ___
22. "21" ___
23. "22" ___
24. "23" ___
25. "24" ___
26. "25" ___

19.2.3.1.4.0.3(514) Given 101 numeral flashcards from 0 to 100, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:

1. "0" ___
2. "1" ___
3. "2" ___
4. "3" ___
5. "4" ___
6. "5" ___
7. "6" ___
8. "7" ___
9. "8" ___
10. "9" ___
11. "10" ___
12. "11" ___
13. "12" ___
14. "13" ___
15. "14" ___

16. "15" ___
17. "16" ___
18. "17" ___
19. "18" ___
20. "19" ___
21. "20" ___
22. "21" ___
23. "22" ___
24. "23" ___
25. "24" ___
26. "25" ___
27. "26" ___
28. "27" ___
29. "28" ___
30. "29" ___
31. "30" ___
32. "31" ___
33. "32" ___
34. "33" ___
35. "34" ___
36. "35" ___
37. "36" ___
38. "37" ___
39. "38" ___
40. "39" ___
41. "40" ___
42. "41" ___
43. "42" ___
44. "43" ___
45. "44" ___
46. "45" ___
47. "46" ___
48. "47" ___
49. "48" ___
50. "49" ___
51. "50" ___
52. "51" ___
53. "52" ___
54. "53" ___
55. "54" ___
56. "55" ___
57. "56" ___
58. "57" ___
59. "58" ___
60. "59" ___
61. "60" ___
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64. "63" ___
65. "64" ___
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69. "68" ___
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85. "84" ___
86. "85" ___
87. "86" ___
88. "87" ___
89. "88" ___
90. "89" ___
91. "90" ___
92. "91" ___
93. "92" ___
94. "93" ___
95. "94" ___
96. "95" ___
97. "96" ___
98. "97" ___
99. "98" ___
100. "99" ___
101. "100" ___

QUANTITATIVE CONCEPTS

19.2.3.1.5.0.1(515) Given five pairs of pictures (one picture in each pair showing only one object and one picture in each pair showing two or more objects), the student will, with 100% accuracy, give the teacher the picture illustrating only one object or the picture illustrating two or more objects requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: One cow, ten chairs)
1. "Touch the picture which shows more than one." ___

(Pictures: One boy, two houses)
2. "Touch the picture which shows one." ___

(Pictures: One shoe, six balloons)
3. "Touch the picture which shows more than one." ___

(Pictures: One drum, four books)
4. "Touch the picture which shows more than one." ___

(Pictures: One drum, nine apples)
5. "Touch the picture which shows one." ___

19.2.3.1.5.0.2(516) Given five sets of varying quantities of blocks, the student will, with 100% accuracy, give the teacher all, some, or none of the blocks from each set, in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 6 Blocks)
1. "Give me all of the blocks." ___

(Stimuli: 20 Blocks)
2. "Give me some of the blocks." ___

3. "Give me all of the blocks." ___

(Stimuli: 3 Blocks)
4. "Give me none of the blocks." ___

5. "Give me some of the blocks." ___

19.2.3.1.5.0.3(517) Given a row of 12 blocks, the student will, with 100% accuracy, touch the first block, the second block, the third block, the tenth block, and the last block in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the third block." ___
2. "Touch the last block." ___
3. "Touch the second block." ___
4. "Touch the first block." ___
5. "Touch the tenth block." ___

19.2.3.1.5.0.4(518) Given 15 pencils and 20 blocks, the student will, with 100% accuracy, give the teacher a dozen pencils and a dozen blocks, in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me a dozen pencils." ___
2. "Give me a dozen blocks." ___

19.2.3.1.5.0.5(519) Given six pairs of numbers (no two numbers in each pair being identical), the student will, with 100% accuracy, touch the higher or the lower number requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Numerals: 1 and 5)
1. "Touch the number that is more." ___

(Numerals: 32 and 48)
2. "Touch the number that is more." ___

(Numerals: 24 and 7)
3. "Touch the number that is more." ___

(Numerals: 50 and 82)
4. "Touch the number that is less." ___

(Numerals: 49 and 72)
5. "Touch the number that is less." ___

(Numerals: 19 and 3)
6. "Touch the number that is less." ___

19.2.3.1.5.0.6(520) Given five symbol flashcards, the student will, with 100% accuracy, name each symbol when presented one at a time by the teacher.

This objective is mastered when the student names each of the following symbols:

1. + ___ 2. - ___ 3. $ ___ 4. = ___ 5. ¢ ___

MONEY HANDLING SKILLS

COIN IDENTIFICATION

19.2.3.2.1.0.1(521) Given a penny, a nickel, a dime, a quarter, and a half-dollar, the student will, with 100% accuracy, touch each of the coins when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Penny, Nickel, Dime, Quarter, Half-Dollar)

1. "Touch the nickel." ___ 3. "Touch the penny." ___
2. "Touch the quarter." ___ 4. "Touch the half-dollar." ___
5. "Touch the dime." ___

19.2.3.2.1.0.2(522) Given a penny, a nickel, a dime, a quarter, and a half-dollar, the student will, with 100% accuracy, name each of the coins when presented by the teacher.

This objective is mastered when the student names each of the following coins:

1. Dime ___ 3. Nickel ___
2. Half-dollar ___ 4. Penny ___
5. Quarter ___

PAPER MONEY IDENTIFICATION

19.2.3.2.2.0.1(523) Given a $1.00 bill, a $5.00 bill, a $10.00 bill, and a $20.00 bill, the student will, with 100% accuracy, touch each bill when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: $10.00 bill, $1.00 bill, $20.00 bill, $5.00 bill)

1. "Touch the $5.00 bill." ___ 3. "Touch the $1.00 bill." ___

2. "Touch the $10.00 bill." ___ 4. "Touch the $20.00 bill." ___

19.2.3.2.2.0.2(524) Given a $1.00 bill, a $5.00 bill, a $10.00 bill, and a $20.00 bill, the student will, with 100% accuracy, name each of the bills when presented by the teacher.

This objective is mastered when the student names each of the following bills:

1. $1.00 bill ___ 3. $5.00 bill ___

2. $10.00 bill ___ 4. $20.00 bill ___

READING PRICE TAGS

19.2.3.2.3.0.1(525) Given five objects with price tags under $1.00, the student will, with 100% accuracy, state the price of each object.

This objective is mastered when the student states the price of each of the following objects:

1. Bandaids - 33¢ ___ 3. Comb - 17¢ ___

2. Plastic bowl - 26¢ ___ 4. Can opener - 59¢ ___

5. Tooth brush - 62¢ ___

19.2.3.2.3.0.2(526) Given five objects with price tags over $1.00, the student will, with 100% accuracy, state the price of each object.

This objective is mastered when the student states the price of each of the following objects:

1. Jeans - $5.98 ___ 3. Underwear - $1.33 ___

2. Salt & Pepper Shakers - $1.29 ___ 4. Washcloth - $1.15 ___

5. Necklace - $3.00 ___

NAMING COIN COMBINATION VALUES

19.2.3.2.4.0.1(527) Given a penny, a nickel, a dime, a quarter, and one half-dollar, the student will, with 100% accuracy, state the cent value of each of the coins, when presented by the teacher.

This objective is mastered when the student states the cent value of each of the following coins:

1. Dime = 10¢ ___ 3. Quarter = 25¢ ___

2. Penny = 1¢ ___ 4. Nickel = 5¢ ___

5. Half-dollar = 50¢ ___

19.2.3.2.4.0.2(528) Given ten pennies, four nickels, four dimes, and one quarter, the student will, with 100% accuracy, state the cent value of each of five combinations of coins with values up to 50¢, when presented by the teacher.

This objective is mastered when the student states the cent value of each of the following coin combinations:

1. 5 pennies = 5¢ ___
2. 8 pennies + 1 nickel = 13¢ ___
3. 1 nickel + 1 dime = 15¢ ___
4. 3 nickels + 2 dimes = 35¢ ___
5. 4 pennies + 2 nickels + 1 dime + 1 quarter = 49¢ ___

MONEY CONCEPTS

19.2.3.2.5.0.1(529) Given five pairs of coins and currency (penny-dime, quarter-dime, nickel-quarter, quarter-dollar bill, dollar bill-ten dollar bill), the student will, with 100% accuracy, touch the coin or currency in each pair which is worth more or less in response to five specific teacher questions about monetary value.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Penny, dime)
1. "Touch the money which is more." ___

(Stimuli: Quarter, dime)
2. "Touch the money which is more." ___

(Stimuli: Nickel, quarter)
3. "Touch the money which is less." ___

(Stimuli: Quarter, one dollar bill)
4. "Touch the money which is more." ___

(Stimuli: One dollar bill, ten dollar bill)
5. "Touch the money which is less." ___

19.2.3.2.5.0.2(530) Given five pairs of pictures (one picture in each pair showing a relatively expensive item and one picture in each pair showing a relatively inexpensive item), the student will, with 100% accuracy, touch the picture illustrating the more expensive item or the picture illustrating the less expensive item requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:

(Pictures: Pencil, watch)
1. "Touch the picture of the thing which costs more." ___

(Pictures: T.V., dress)
2. "Touch the picture of the thing which costs less." ___

(Pictures: Pumpkin, boat)
3. "Touch the picture of the thing which costs less." ___

(Pictures: Bicycle, house)
4. "Touch the picture of the thing which costs more." ___

(Pictures: Airplane, car)

5. "Touch the picture of the thing which costs more." ___

MONETARY EXCHANGE

19.2.3.2.6.0.1(531) Given a request by the teacher, the student will, with 100% accuracy, state that there are five pennies in one nickel, two nickels in one dime, five nickels in one quarter, two quarters in a half-dollar, and four quarters in a dollar.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many pennies are in one nickel?" ___
2. "How many nickels are in one dime?" ___
3. "How many nickels are in one quarter?" ___
4. "How many quarters are in a half-dollar?" ___
5. "How many quarters are in one dollar?" ___

19.2.3.2.6.0.2(532) Given five pennies, two nickels, one dime, and one quarter, the student will, with 100% accuracy, hand the teacher the exact equivalent for each of four coin combinations with values up to 10¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student a nickel, a dime, and a quarter. Place five pennies in front of him.)

1. Exchanges nickel for five pennies ___

(Give the student a nickel, a dime, and a quarter. Place five pennies and one nickel in front of him.)

2. Exchanges dime for five pennies and one nickel___

(Give the student five pennies, a dime, and a quarter. Place two nickels in front of him.)

3. Exchanges dime for two nickels ___

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(Give the student five pennies, a dime, and a quarter. Place one nickel in front of him.)

4. Exchanges five pennies for one nickel ___

19.2.3.2.6.0.3(533) Given ten pennies, five nickels, three dimes, and one quarter, the student will, with 100% accuracy, hand the teacher the equivalent of each of three combinations with values up to 25¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student a dime, a quarter, and a penny. Place five nickels in front of him.)

1. Exchanges quarter for five nickels ___

(Give the student five pennies, a quarter, and a dime. Place three nickels in front of him.)

2. Exchanges five pennies and one dime for three nickels ___

(Give the student two nickels, a dime, and a quarter. Place one nickel and two dimes in front of him.)

3. Exchanges quarter for one nickel and two dimes ___

19.2.3.2.6.0.4(534) Given ten pennies, five nickels, five dimes, and two quarters, the student will, with 100% accuracy, hand the teacher the equivalent of each of three coin combinations with values from 26¢ to 50¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student two quarters, three nickels, and two pennies. Place five dimes in front of him.)

1. Exchanges two quarters for five dimes ___

(Give the student one quarter, one dime, and five pennies. Place two nickels and two dimes in front of him.)

2. Exchanges one quarter and five pennies for two nickels and two dimes ___

(Give the student three dimes, three nickels, and five pennies. Place one quarter, one nickel, and two dimes in front of him.)

3. Exchanges three dimes, three nickels, and five pennies for one quarter, one nickel, and two dimes ___

19.2.3.2.6.0.5(535) Given three checks made out in varying amounts of less than $15.00 and a collection of fifteen dollars in paper money and coins, the student will, with 100% accuracy, hand the teacher the exact equivalent for each of the three checks.

This objective is mastered when the student gives the correct amount of money in exchange for checks in the following amounts:

1. $3.50 ___ 2. $7.25 ___ 3. $10.00 ___

MAKING CHANGE FOR UP TO $1.00

19.2.3.2.7.0.1(536) Given two objects each with price tags under 10¢, ten pennies, two nickels, and one dime, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 10¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a nickel in payment for a balloon with a 3¢ price tag.)
1. Gives 2¢ change ___

(Give the student a dime in payment for a candy bar with a 5¢ price tag.)
2. Gives 5¢ change ___

19.2.3.2.7.0.2(537) Given two objects each with price tags under 25¢, ten pennies, three nickels, and one dime, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 25¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a quarter in payment for a jumprope with a 10¢ price tag.)
1. Gives 15¢ change ___

(Give the student a quarter in payment for a ribbon with a 5¢ price tag.)
2. Gives 20¢ change ___

19.2.3.2.7.0.3(538) Given two objects each with price tags under 50¢, ten pennies, four nickels, and two dimes, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 50¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student two quarters in payment for a ball with a 35¢ price tag.)
1. Gives 15¢ change ___

(Give the student one dime and one quarter in payment for a book with a 27¢ price tag.)
2. Gives 8¢ change ___

19.2.3.2.7.0.4(539) Given two objects each with price tags under $1.00, five pennies, five nickels, five dimes, and two quarters, the student will, with 100% accuracy, give the teacher the correct change for an amount up to $1.00, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a $1.00 bill in payment for a doll with a 90¢ price tag.)
1. Gives 10¢ change ___

(Give the student three quarters in payment for a toy horn with a 67¢ price tag.)
2. Gives 8¢ change ___

SHOPPING

19.2.3.2.8.0.1(540) Given a grocery store, a grocery list with four items ranging in price from 10¢ to $5.00, and more than enough money in bills to buy the items, the student will, with 100% accuracy, locate and place all of the items in a grocery cart, take the items to the cashier, pay for the items, and count the change.

This objective is mastered when the student:

1. Gets grocery cart ___

2. Pushes cart safely through store ___

BASIC SKILLS
NUMBER SKILLS

3. Correctly identifies four items specified on list ___
4. Carefully places four items in grocery cart ___
5. Selects only four items on list ___
6. Requests information from store personnel or customers (if necessary) ___
7. Empties cart at cashier's counter ___
8. Presents money to cashier when given total cost ___
9. Counts change ___

MEASUREMENT

SIZE DISCRIMINATION

19.2.3.3.1.0.1(541) Given six pairs of pictures, one picture in each pair showing a big (large) object and one picture in each pair showing a little (small) object, the student will, with 100% accuracy, touch the picture illustrating the big (large) object or the picture illustrating the little (small) object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Large ball, small ball)
1. "Touch the picture of the large ball." ___

(Pictures: Small block, large block)
2. "Touch the picture of the small block." ___

(Pictures: Little box, big box)
3. "Touch the picture of the big box." ___

(Pictures: Big pencil, little pencil)
4. "Touch the picture of the little pencil." ___

(Pictures: Big shoe, little shoe)
5. "Touch the picture of the little shoe." ___

(Pictures: Big truck, little truck)
6. "Touch the picture of the big truck." ___

19.2.3.3.1.0.2(542) Given six pairs of pictures, one picture in each pair showing a long (tall) object and one picture in each pair showing a short object, the student will, with 100% accuracy, touch the picture illustrating the long (tall) object or the picture illustrating the short object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Short glass, tall glass)
1. "Touch the picture of the tall glass." ___

(Pictures: Short ribbon, long ribbon)
2. "Touch the picture of the short ribbon." ___

(Pictures: Long chalk, short chalk)
3. "Touch the picture of the long chalk." ___

(Pictures: Short rope, long rope)
4. "Touch the picture of the short rope." ___

(Pictures: Short can, tall can)
5. "Touch the picture of the short can." ___

(Pictures: Long ruler, short ruler)
6. "Touch the picture of the long ruler." ___

19.2.3.3.1.0.3(543) Given six pairs of pictures, one picture in each pair showing a fat (wide) object and one picture in each pair showing a thin (narrow) object, the student will, with 100% accuracy, touch the picture illustrating the fat (wide) object or the picture illustrating the thin (narrow) object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Wide glass, narrow glass)
1. "Touch the picture of the wide glass." ___

(Pictures: Thin rope, fat rope)
2. "Touch the picture of the thin rope." ___

(Pictures: Narrow box, wide box)
3. "Touch the picture of the narrow box." ___

(Pictures: Thin can, fat can)
4. "Touch the picture of the fat can." ___

(Pictures: Narrow book, wide book)
5. "Touch the picture of the wide book." ___

(Pictures: Fat man, thin man)
6. "Touch the picture of the fat man." ___

WEIGHT

19.2.3.3.2.0.1(544) Given a scale for measuring pounds and three packages varying in weight from one to five pounds, the student will, with 100% accuracy, place one package at a time on the scale and state the weight of each package to the nearest pound.

This objective is mastered when the student:

1. Places package on scale ___
2. States weight of package to nearest pound ___
3. Removes package from scale ___
4. Repeats numbers 1-3 for second package ___
5. Repeats numbers 1-3 for third package ___

19.2.3.3.2.0.2(545) Given three pairs of 5" x 5" x 5" boxes (one heavy and one light box in each pair), the student will, with 100% accuracy, hand the teacher the heavy or light box requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Heavy box - light box)
1. "Give me the heavy box." ___

(Stimuli: Heavy box - light box)
2. "Give me the light box." ___

(Stimuli: Light box - heavy box)
3. "Give me the light box." ___

TEMPERATURE

19.2.3.3.3.0.1(546) Given a thermometer outside the classroom and three separate situations to read the temperature, the student will tell the temperature by stating the number corresponding to the level of mercury within three degrees.

This objective is mastered when the student:

BASIC SKILLS
NUMBER SKILLS

1. Reads temperature for first situation ___
2. Reads temperature correctly (within three degrees) ___
3. Reads temperature for second situation ___
4. Reads temperature correctly (within three degrees) ___
5. Reads temperature for third situation ___
6. Reads temperature correctly (within three degrees) ___

TIME - CALENDAR KNOWLEDGE

19.2.3.3.4.0.1(547) Given a request by the teacher, the student will, with 100% accuracy, name the seven days of the week in order, and tell which days are considered to be weekends.

This objective is mastered when the student:

1. Names days of week:

"Monday" ___
"Tuesday" ___
"Wednesday" ___
"Thursday" ___
"Friday" ___
"Saturday" ___
"Sunday" ___

2. Names days of week in order ___
3. Names days of the week-end:

"Saturday" ___ "Sunday" ___

19.2.3.3.4.0.2(548) Given a request by the teacher, the student will, with 100% accuracy, name the twelve months of the year in order.

This objective is mastered when the student:

1. Names months of year:

"January" ___
"February" ___
"March" ___
"April" ___
"May" ___
"June" ___
"July" ___
"August" ___
"September" ___
"October" ___
"November" ___
"December" ___

2. Names months in correct order ___

19.2.3.3.4.0.3(549) Given four pairs of pictures (one picture showing day-time and one picture showing night-time in each pair), the student will, with 100% accuracy, touch the picture illustrating day-time or the picture illustrating night-time requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:

(Pictures: Day-time, night-time)
1. "Touch the picture which shows day-time." ___

(Pictures: School-time activity, night-time activity)
2. "Touch the picture which shows what you do during the night-time." ___

(Pictures: Night-time, day-time)
3. "Touch the picture which shows night-time." ___

(Pictures: School-time activity, night-time activity)
4. "Touch the picture which shows what you do during the day-time." ___

19.2.3.3.4.0.4(550) Given a request by the teacher, the student will, with 100% accuracy, state that there are seven days in a week, twelve months in a year, and 52 weeks in a year.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many days are in one week?" ___

2. "How many months are in one year?" ___

3. "How many weeks are in one year?" ___

TIME - CALENDAR USE

19.2.3.3.5.0.1(551) Given a closed calendar, the student will, with 100% accuracy, open the calendar to each of five different months named by the teacher.

This objective is mastered when the student opens the calendar to:

1. November ___
2. August ___
3. May ___
4. January ___
5. July ___

19.2.3.3.5.0.2(552) Given a calendar open to the month of May, the student will, with 100% accuracy, touch the correct day for each of five dates named by the teacher.

This objective is mastered when the student touches the correct day for:

1. May 5 ___
2. May 12 ___
3. May 31 ___
4. May 23 ___
5. May 11 ___

19.2.3.3.5.0.3(553) Given a calendar with the holidays clearly marked, the student will, with 100% accuracy, touch one holiday on the calendar in each of five different months named by the teacher.

This objective is mastered when the student:

1. Opens calendar to December ___
2. Touches holiday in December ___

3. Opens calendar to February ___
4. Touches holiday in February ___
5. Opens calendar to November ___
6. Touches holiday in November ___
7. Opens calendar to October ___
8. Touches holiday in October ___
9. Opens calendar to July ___
10. Touches holiday in July ___

19.2.3.3.5.0.4(554) Given a large demonstration calendar open to the current month, the student will, with 100% accuracy, touch the name of the month, the current day of the week, and the current date on the calendar.

This objective is mastered when the student:

1. Touches name of month ___
2. Touches name of current day of week ___
3. Touches current date ___

19.2.3.3.5.0.5(555) Given a calendar open to the current month, the student will, with 100% accuracy, state the correct days of the week and dates for today, yesterday, and tomorrow.

This objective is mastered when the student:

	TODAY	TOMORROW	YESTERDAY
1. States day of week	___	___	___
2. States month	___	___	___
3. States date	___	___	___

TELLING TIME WITH A CLOCK

19.2.3.3.6.0.1(556) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 9:00 ___ 2. 2:00 ___ 3. 11:00 ___

19.2.3.3.6.0.2(557) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the half-hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 11:30 ___ 2. 3:30 ___ 3. 4:30 ___

19.2.3.3.6.0.3(558) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the quarter-hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 6:15 ___ 2. 12:15 ___ 3. 5:45 ___

19.2.3.3.6.0.4(559) Given five pairs of pictures of clocks (one picture in each pair showing a before the hour setting and one picture in each pair showing an after the hour setting), the student will, with 100% accuracy, touch the picture illustrating before the hour or the picture illustrating after the hour requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: 10:40 - 11:20)
1. "Touch the clock that shows twenty minutes before 11:00." ___

(Pictures: 1:50 - 2:10)
2. "Touch the clock that shows ten minutes after 2:00." ___

(Pictures: 6:55 - 7:05)
3. "Touch the clock that shows five minutes before 7:00." ___

(Pictures: 11:35 - 12:25)
4. "Touch the clock that shows twenty-five minutes after 12:00." ___

(Pictures: 4:59 - 5:01)
5. "Touch the clock that shows one minute before 5:00." ___

19.2.3.3.6.0.5(560) Given a demonstration clock, the student will state the time within plus or minus one minute of the correct time for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings.

1. 6:05 ___ 2. 11:18 ___ 3. 5:56 ___

DRY MEASURE

19.2.3.3.7.0.1(561) Given eight measuring utensils, the student will, with 100% accuracy, touch the 1 cup measure, the 1/2 cup measure, the 1/3 cup measure, the 1/4 cup measure, the 1 tablespoon measure, the 1 teaspoon measure, the 1/2 teaspoon measure, and the 1/4 teaspoon measure when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 1/4 cup, 1 cup, 1/2 cup, and 1/3 cup)

1. "Touch 1/3 cup." ___ 3. "Touch 1/2 cup." ___

2. "Touch 1 cup." ___ 4. "Touch 1/4 cup." ___

(Stimuli: 1 teaspoon, 1/4 teaspoon, 1 tablespoon, 1/2 teaspoon)

5. "Touch 1 tablespoon." ___
6. "Touch 1/2 teaspoon." ___
7. "Touch 1 teaspoon." ___
8. "Touch 1/4 teaspoon." ___

19.2.3.3.7.0.2(562) Given a cup, a teaspoon, a tablespoon, a container of flour, a table, a bowl, and a knife, the student will, to the satisfaction of the teacher, completely fill each utensil with flour, remove any excess flour from the utensil by leveling with the knife, and empty the flour into the bowl with a minimum of spillage.

This objective is mastered when the student:

1. Picks up cup ___
2. Fills cup completely with flour ___
3. Picks up knife ___
4. Uses knife to level flour in cup ___
5. Holds cup over top of container while leveling ___
6. Pours cup of flour into bowl ___
7. Fills cup without spilling outside of container ___
8. Levels without spilling outside of container ___
9. Pours flour into bowl without spilling ___
10. Repeats numbers 1-9 for teaspoon ___
11. Repeats numbers 1-9 for tablespoon ___

19.2.3.3.7.0.3(563) Given twelve flashcards containing quantitative words and their abbreviations, the student will, with 100% accuracy, name each word or abbreviation when requested by the teacher.

This objective is mastered when the student names each of the following words and abbreviations:

1. "C" ___
2. "pint" ___
3. "teaspoon" ___
4. "Tbs." ___
5. "quart" ___
6. "pt." ___
7. "qt." ___
8. "gallon" ___
9. "cup" ___
10. "tsp." ___
11. "tablespoon" ___
12. "gal." ___

19.2.3.3.7.0.4(564) Given six pairs of containers (one full container and one empty container in each pair), the student will, with 100% accuracy, touch the full container or empty container requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Empty box - full box)
1. "Touch the full box." ___

(Stimuli: Empty pan - full pan)
2. "Touch the full pan." ___

(Stimuli: Full bottle - empty bottle)
3. "Touch the empty bottle." ___

(Stimuli: Empty cup - full cup)
4. "Touch the full cup." ___

(Stimuli: Full can - empty can)
5. "Touch the empty can." ___

(Stimuli: Empty bag - full bag)
6. "Touch the full bag." ___

LIQUID MEASURE

19.2.3.3.8.0.1(565) Given 13 measuring utensils, the student will, with 100% accuracy, touch the 1 cup measure, the 1/2 cup measure, the 1/3 cup measure, the 1/4 cup measure, the 1 tablespoon measure, the 1 teaspoon measure, the 1/2 teaspoon measure, the 1/4 teaspoon measure, the 1 pint measure, the 1 quart measure, the 1 gallon measure, the 1/2 gallon measure, and the capful measure, when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 1 cup, 1/3 cup, 1/2 cup, 1/4 cup)

1. "Touch 1/4 cup." ___
2. "Touch 1/3 cup." ___
3. "Touch 1/2 cup." ___
4. "Touch 1 cup." ___

(Stimuli: 1/4 teaspoon, 1 tablespoon, 1/2 teaspoon, 1 teaspoon)

5. "Touch 1 tablespoon." ___

6. "Touch 1 teaspoon." ___

7. "Touch 1/4 teaspoon." ___

8. "Touch 1/2 teaspoon." ___

(Stimuli: quart container, cap, 1/2 gallon container, pint container, gallon container)

9. "Touch 1 pint." ___

10. "Touch 1 capful." ___

11. "Touch 1/2 gallon." ___

12. "Touch 1 quart." ___

13. "Touch 1 gallon." ___

19.2.3.3.8.0.2(566) Given a bowl, a quart container of water, a cup, a teaspoon, a tablespoon, a cap from a bottle of cleaning liquid, and a tray, the student will, to the satisfaction of the teacher, fill each utensil with water so that each is at least 3/4 full but not overflowing, and pour the liquid into the bowl with a minimum of spillage.

This objective is mastered when the student:

1. Picks up cup ___
2. Picks up water container ___
3. Holds cup and water container over tray ___
4. Fills cup at least 3/4 full ___
5. Pours cup of water into bowl ___
6. Fills cup with little spillage ___
7. Pours water into bowl with little spillage ___
8. Repeats numbers 1-7 for teaspoon ___
9. Repeats numbers 1-7 for tablespoon ___
10. Repeats numbers 1-7 for bottle cap ___

LINEAR MEASURE

19.2.3.3.9.0.1(567) Given a request by the teacher, the student will, with 100% accuracy, state that there are 12 inches in one foot, three feet in one yard, and 36 inches in one yard.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many inches are in one foot?" ___
2. "How many feet are in one yard?" ___
3. "How many inches are in one yard?" ___

19.2.3.3.9.0.2(568) Given a pencil, a 12 inch ruler, and a yardstick, the student will, within plus or minus 1/4" of the desired length, touch with the pencil two different inch locations and two different 1/2 inch locations on both the ruler and the yardstick.

This objective is mastered when the student:

1. Touches 1" mark on ruler ___
2. Touches 5" mark on ruler ___
3. Touches 2 1/2" mark on ruler ___
4. Touches 10 1/2" mark on ruler ___
5. Touches 12" mark on yardstick ___
6. Touches 24" mark on yardstick ___
7. Touches 16 1/2" mark on yardstick ___
8. Touches 28 1/2" mark on yardstick ___
9. Touches within 1/4" of all locations ___

19.2.3.3.9.0.3(569) Given four objects varying in length from 1 inch to 36 inches, a 12 inch ruler, and a yardstick, the student will, within plus or minus 1/4" of the desired length, measure two objects to the inch using the ruler, and two objects to the inch using the yardstick.

This objective is mastered when the student:

(Using ruler:)

1. Measures 4" long pencil ___
2. Measures 11" long stick ___

(Using yardstick:)

3. Measures 13" long stick ___
4. Measures 26" long stick ___
5. Measures within 1/4" of actual length ___

19.2.3.3.9.0.4(570) Given four objects varying in length from 1 inch to 36 inches, a 12 inch ruler, and a yardstick, the student will, within plus or minus 1/4" of the desired length, measure two objects to the 1/2 inch using the ruler, and two objects to the 1/2 inch using the yardstick.

This objective is mastered when the student:

(Using ruler:)

1. Measures 2 1/2" long pencil ___
2. Measures 7 1/2" long pencil ___

(Using yardstick:)

3. Measures 32 1/2" long stick ___
4. Measures 14 1/2" long stick ___
5. Measures within 1/4" of actual length ___

19.2.3.3.9.0.5(571) Given a 12 inch ruler, a yardstick, a pencil, and a large sheet of unlined paper, the student will, within plus or minus 1/4" of the desired length, use the ruler and the yardstick to draw two lines of varying length to the nearest 1/2 inch, and two lines of varying length to the nearest inch.

This objective is mastered when the student:

(Using ruler:)

1. Draws 3" line ___
2. Draws 4 1/2" line___

(Using yardstick:)

3. Draws 31" line ___
4. Draws 19 1/2" line ___

5. Draws lines to within 1/4" of desired length ___

BASIC SKILLS
NUMBER SKILLS

ADDITION AND SUBTRACTION

ADDITION

19.2.3.4.1.0.1(572) Given a pencil and a paper containing five one digit addition problems with sums less than ten, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. 2 +3 (5) ___
2. 4 +5 (9) ___
3. 6 +1 (7) ___
4. 9 +0 (9) ___
5. 7 +2 (9) ___

19.2.3.4.1.0.2(573) Given a pencil and a paper containing five one digit addition problems with sums equal to or greater than ten, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. 8 +8 (16)___
2. 5 +9 (14)___
3. 7 +5 (12)___
4. 5 9 +4 (18)___
5. 6 4 +5 (15)___

19.2.3.4.1.0.3(574) Given a pencil and a paper containing five two or more digit addition problems which do not require carrying, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. 23 +56 (79) ___
2. 126 +841 (967) ___
3. 4615 +1253 (5869) ___

4. $\begin{array}{r}312\\25\\+101\\\hline\end{array}$ (438) ___

5. $\begin{array}{r}13\\41\\12\\+10\\\hline\end{array}$ (76) ___

19.2.3.4.1.0.4(575) Given a pencil and a paper containing five two or more digit addition problems which require carrying, the student will, with 100% accuracy, add, carry, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. $\begin{array}{r}18\\+23\\\hline\end{array}$ (41) ___

2. $\begin{array}{r}52\\73\\+29\\\hline\end{array}$ (154) ___

3. $\begin{array}{r}643\\+486\\\hline\end{array}$ (1129) ___

4. $\begin{array}{r}135\\260\\+426\\\hline\end{array}$ (821) ___

5. $\begin{array}{r}8783\\+\ 319\\\hline\end{array}$ (9102) ___

SUBTRACTION

19.2.3.4.2.0.1(576) Given a pencil and a paper containing five one digit subtraction problems, the student will, with 100% accuracy, subtract and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. $\begin{array}{r}6\\-3\\\hline\end{array}$ (3) ___

2. $\begin{array}{r}2\\-1\\\hline\end{array}$ (1) ___

3. $\begin{array}{r}5\\-4\\\hline\end{array}$ (1) ___

4. $\begin{array}{r}9\\-9\\\hline\end{array}$ (0) ___

5. $\begin{array}{r}7\\-0\\\hline\end{array}$ (7) ___

BASIC SKILLS
NUMBER SKILLS

19.2.3.4.2.0.2(577) Given a pencil and a paper containing five two or more digit subtraction problems which do not require borrowing, the student will, with 100% accuracy, subtract and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. 67
-34
(33) ___

2. 634
-213
(421) ___

3. 358
-317
(41) ___

4. 593
-201
(392) ___

5. 9624
-5312
(4312) ___

19.2.3.4.2.0.3(578) Given a pencil and a paper containing five two or more digit subtraction problems which require borrowing, the student will, with 100% accuracy, subtract, borrow, and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. 43
-28
(15) ___

2. 516
- 93
(423) ___

3. 80
-36
(44) ___

4. 642
-345
(297) ___

5. 3364
-1425
(1939) ___

OCCUPATIONAL COMPETENCY

VOCATIONAL ADJUSTMENT

GENERAL WORK SKILLS

WORK CONCEPTS

19.3.1.1.1.0.1(579) Given five pairs of pictures (one picture in each pair showing a work situation and one picture in each pair showing a play situation), the student will, with 100% accuracy, touch the picture illustrating work or the picture illustrating play requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:

(Pictures: Carpenter, man swinging)
1. "Touch the picture which shows work." ___

(Pictures: Ditch digger, two men playing catch)
2. "Touch the picture which shows play." ___

(Pictures: Lady swimming, secretary working)
3. "Touch the picture which shows work." ___

(Pictures: People playing cards, house painter)
4. "Touch the picture which shows work." ___

(Pictures: Garbageman, horse shoe players)
5. "Touch the picture which shows play." ___

19.3.1.1.1.0.2(580) Given two sets of five pictures which depict work and play situations, the student will, with 100% accuracy, touch all the pictures in each set which correctly answer specific teacher questions about work and play.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

(Pictures: Lineman, man in hammock, firefighter, person sleeping, person at church)
1. "Touch all the pictures of people doing things for which they would receive pay." ___

(Pictures: Man building house, person roller skating, nurse, policeman directing traffic, people dancing)
2. "Touch all the pictures of people doing things for which they would not receive pay." ___

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

SORTING

19.3.1.1.2.0.1(581) Given five 4" x 4" x 4" open-topped boxes of the following colors: black, blue, red, green, and yellow, and fifty colored plastic chips (ten black, ten blue, ten red, ten green, and ten yellow), the student will, with 100% accuracy, place all ten same-colored plastic chips in each box of the corresponding color.

This objective is mastered when the student:

1. Places chips into five boxes ___
2. Places all red chips in red box ___
3. Places all blue chips in blue box ___
4. Places all yellow chips in yellow box ___
5. Places all black chips in black box ___
6. Places all green chips in green box ___

19.3.1.1.2.0.2(582) Given an assortment of five screws, five nuts, five bolts, five washers, and four empty labeled jars (one labeled with a picture of a screw, one labeled with a picture of a nut, one labeled with a picture of a bolt, and one labeled with a picture of a washer), the student will, with 100% accuracy, place all the screws, nuts, bolts, and washers in the appropriately labeled jars.

This objective is mastered when the student:

1. Places all nuts in appropriate jar ___
2. Places all screws in appropriate jar ___
3. Places all washers in appropriate jar ___
4. Places all bolts in appropriate jar ___

19.3.1.1.2.0.3(583) Given 25 screws (five each of five different sizes), and five jars each containing a sample of one of the five different screw sizes, the student will, with 100% accuracy, place each of the screws in the jar containing the same-sized sample screw.

This objective is mastered when the student:

1. Places first group of five same-sized screws in appropriate jar ___
2. Places second group of five same-sized screws in appropriate jar ___
3. Places third group of five same-sized screws in appropriate jar ___
4. Places fourth group of five same-sized screws in appropriate jar ___
5. Places fifth group of five same-sized screws in appropriate jar ___

ASSEMBLING

19.3.1.1.3.0.1(584) Given two 1/4" x 12" x 12" pieces of masonite, each with five 1/2" holes in corresponding locations (one in the center and the four other holes quadrilaterally symmetrical near each of the four corners), the student will, to the satisfaction of the teacher, place one masonite board on top of the other so that all five holes are aligned.

This objective is mastered when the student:

1. Places masonite boards together ___
2. Aligns center holes ___
3. Aligns corner holes ___
4. Aligns all holes ___

19.3.1.1.3.0.2(585) Given a 1/4" x 12" x 12" piece of masonite drilled with ten 3/8" holes (in two evenly spaced rows of five), ten 1 1/2" x 3/8" machine bolts, ten 3/8" hex nuts, and a completed task sample, the student will, to the satisfaction of the teacher, insert a bolt in each hole and tighten it with a hex nut so that all ten bolts are secure and protruding from the same side of the masonite as in the task sample.

This objective is mastered when the student:

1. Picks up bolt ___
2. Inserts bolt into hole ___
3. Picks up nut ___
4. Places nut on bolt ___
5. Tightens nut ___
6. Repeats numbers 1-5 for 3 bolts ___
7. Repeats numbers 1-5 for 6 bolts ___
8. Repeats numbers 1-5 for all bolts ___

9. Bolts secure ___ 10. Bolts facing same direction ___

19.3.1.1.3.0.3(586) Given a simulated work situation in which the following materials are placed at four work stations located along a table:

(STATION I): a box containing 36 pieces of 1/4" x 4" x 4" masonite with a 3/8" hole drilled in the center
(STATION II): an empty box and a box containing 36 - 3/8" x 3/4" machine bolts
(STATION III): an empty box and a box containing 36 - 3/8" flat washers
(STATION IV): two empty boxes and a box containing 36 - 3/8" hex nuts

and a teacher demonstration, four students will, to the satisfaction of the teacher, process the materials in a sequential assembly task wherein the student at station I places a piece of masonite in the empty box at station II; the student at station II takes the masonite, inserts a bolt, turns the masonite over, and places it in the empty box at station III; the student at station III takes the product, places a washer over the bolt on the underside of the masonite, and places it in the empty box at station IV; the student at station IV puts a nut on the bolt and washer, tightens it down, and places it in the other empty box.

This objective is mastered when the student:

(STUDENT 1)
1. Picks up masonite ___
2. Places masonite in empty box at station II ___

(STUDENT 2)
3. Picks up masonite ___
4. Picks up bolt ___
5. Inserts bolt into hole ___
6. Turns masonite over ___
7. Places product in empty box at station III ___

(STUDENT 3)
8. Holds bolt in place ___
9. Picks up product ___
10. Picks up washer ___

11. Places washer on bolt (underside of masonite) ___

12. Places product in empty box at station IV ___

(STUDENT 4)

13. Holds bolt in place ___

14. Picks up product ___

15. Picks up nut ___

16. Puts nut on bolt and washer ___

17. Tightens nut on bolt ___

18. Places finished product in box ___

(ALL STUDENTS)

19. Repeat steps 1-18 to complete six items ___

20. Repeat steps 1-18 to complete 12 items ___

21. Repeat steps 1-18 to complete 18 items ___

22. Repeat steps 1-18 to complete 24 items ___

23. Repeat steps 1-18 to complete 36 items ___

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

WORK HABITS

WORK SAFETY SKILLS

19.3.1.2.1.0.1(587) Given several work situations, the student will work safely to a level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate safe work behaviors which may contribute to a student being rated at the level of "nearly all the time".

1. Handles equipment carefully ___
2. Handles material carefully ___
3. Keeps harmful objects out of mouth, eyes, etc. ___
4. Wears safety equipment when necessary ___
5. Observes smoking rules ___
6. Does not throw objects ___

ATTENDING

19.3.1.2.2.0.1(588) Given several supervised work situations, the student will attend to his work visually or physically by establishing and maintaining visual and/or physical contact at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate supervised-work situation attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate external visual stimuli ___
2. Attends to appropriate external auditory stimuli ___
3. Does not wander off ___
4. Does not dance around ___
5. Does not meddle ___
6. Does not self-stimulate ___
7. Does not engage in lengthy personal discussions ___

19.3.1.2.2.0.2(589) Given several unsupervised work situations, the student will attend to his work visually or physically by establishing and maintaining visual and/or physical contact at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate unsupervised-work situation attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli ___
2. Attends to appropriate auditory stimuli ___
3. Does not wander off ___
4. Does not dance around ___
5. Does not meddle ___
6. Does not self-stimulate ___
7. Does not engage in lengthy personal discussions ___

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

RULE FOLLOWING

19.3.1.2.3.0.1(590) Given several work situations in which employer rules must be followed, the student will demonstrate rule following behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate rule following behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not run ___
2. Does not talk excessively ___
3. Does not talk loudly ___
4. Does not smoke in work area ___
5. Does not bring liquids or foods into work area ___
6. Enters and leaves work area through appropriate entrances and exits ___

MOVEMENT

19.3.1.2.4.0.1(591) Given several work situations in which movement or maintenance of an appropriate position is necessary for the completion of a task, the student will engage in acceptable movement or maintenance of an appropriate position at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate work movement or position maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not wander around work areas ___
2. Does not visit with other workers ___
3. Does not dance around ___
4. Does not engage in movements at work station which interfere with completing job ___

5. Does not engage in movements at work station which interfere with quality of work ___

COOPERATION

19.3.1.2.5.0.1(592) Given several work situations, the student will demonstrate cooperative behavior with his co-workers at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate cooperative behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not withdraw ___
2. Is not passive ___
3. Is not resistive ___
4. Is not verbally negative ___
5. Is not physically negative ___

INDEPENDENCE

19.3.1.2.6.0.1(593) Given several work situations, the student will demonstrate independent behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate independent behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not require redirection ___
2. Does not require reassurance ___
3. Does not frequently ask for help ___
4. Does not demand excessive teacher time ___

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

INITIATIVE

19.3.1.2.7.0.1(594) Given several work situations in which the student is working without continuous direct supervision, the student will exhibit initiative at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying those initiating behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. When out of materials:
   a. gets more materials
   b. or seeks assistance from supervisor
   c. or switches to another appropriate task ___
2. Begins work immediately ___
3. Resumes work immediately after break ___
4. Seeks supervisory help in appropriate situations ___

DEPENDABILITY

19.3.1.2.8.0.1(595) Given several work situations, the student will exhibit dependability at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate dependability behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Punctual ___
2. Attends regularly ___
3. Reports absences and tardiness ___
4. Maintains time card ___
5. Punches out or in on time clock when leaves/returns work area ___
6. Keeps appointments ___

7. Follows orders without need for monitoring by supervisor ___

8. Does not leave work area for inappropriate reasons ___

VERSATILITY

19.3.1.2.9.0.1(596) Given several work situations, the student will exhibit versatility at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate versatility behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Is able to perform more than one task without reorientation ___
2. Adapts well to different situations ___
3. Does not perseverate ___

PRODUCTIVITY

19.3.1.2.10.0.1(597) Given several work situations, the student will exhibit appropriate productive behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate production behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Works at adequate speed ___
2. Completes assigned tasks ___
3. Possesses endurance to complete work day ___

4. Works well alone ___
5. Works well with others ___

WORK QUALITY

19.3.1.2.11.0.1(598) Given several work situations, the student will engage in work behavior which produces high quality work at a level of more than 50% of the time as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate behaviors which produce high quality work and may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does neat work ___
2. Does careful work ___
3. Does accurate work ___
4. Work meets specifications ___
5. Does not damage work ___

USE OF EMPLOYER PROPERTY

19.3.1.2.12.0.1(599) Given several work situations in which the student is using employer materials and property, the student will demonstrate respect and care for the materials and property at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate use of property behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Asks permission, when appropriate, to use property or materials ___
2. Does not litter ___
3. Does not steal materials or property ___
4. Does not hide materials or property ___

5. Does not damage materials or property ___

MAINTENANCE OF WORK AREA

19.3.1.2.13.0.1(600) Given several work situations, the student will maintain a clean and orderly work area at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate work area maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Cleans area ___
2. Cleans tools ___
3. Puts away tools ___

BEHAVIOR ON BREAKS

19.3.1.2.14.0.1(601) Given several situations in which breaks are scheduled or permitted by the supervisor, the student will engage in appropriate behavior while on break at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate behaviors while on break which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Goes to appropriate areas ___
2. Stays in appropriate areas ___
3. Exhibits proper behavior with opposite sex ___
4. Returns at designated time ___
5. Does not bother other workers ___
6. Does not litter ___

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

7. Does not abuse co-workers verbally ___

8. Does not abuse co-workers physically ___

9. Does not request unreasonable number of specific supervisor-given breaks (bathroom, water etc.) ___

10. Returns from such breaks within reasonable amount of time ___

WORK RELATIONS

RELATING TO CO-WORKERS

19.3.1.3.1.0.1(602) Given several work situations in which physical interaction with his co-workers is appropriate, the student will interact physically with his co-workers in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate physical interaction behaviors of the student with his co-workers which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Relates well physically to same sex ___
2. Relates well physically to opposite sex ___
3. Does not display temper ___
4. Does not make obscene gestures ___
5. Is not withdrawn ___
6. Does not bite ___
7. Does not spit ___
8. Does not kick ___
9. Does not hit ___
10. Does not pull ___
11. Does not push ___
12. Does not engage in sexual behavior ___
13. Does not interfere with other's work ___

19.3.1.3.1.0.2(603) Given several work situations in which verbal interaction with his co-workers is appropriate, the student will verbally interact with his co-workers in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate verbal interaction behaviors of the student with his co-workers which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Relates well verbally to same sex ___
2. Relates well verbally to opposite sex ___
3. Uses friendly conversation ___
4. Does not complain ___
5. Does not swear ___
6. Does not tease ___
7. Is not verbally aggressive ___
8. Is mannerly and polite in verbal interaction ___
9. Does not scream ___
10. Does not lie ___

RELATING TO SUPERVISOR

19.3.1.3.2.0.1(604) Given several work situations in which physical interaction with his supervisor is appropriate, the student will interact physically with his supervisor in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate physical interaction behaviors of the student with his supervisor which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Relates well to same sex physically ___
2. Relates well to opposite sex physically ___
3. Is cooperative ___
4. Does not make obscene gestures ___
5. Does not display temper ___
6. Does not bite ___
7. Does not spit ___
8. Does not push ___
9. Does not pull ___
10. Does not kick ___
11. Does not fondle or hug ___

19.3.1.3.2.0.2(605) Given several work situations in which verbal interaction with his supervisor is appropriate, the student will verbally interact with his supervisor in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate verbal interaction behaviors of the student with his supervisor which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Relates well verbally to same sex ___
2. Relates well verbally to opposite sex ___
3. Uses friendly conversation ___
4. Is amenable to advice ___
5. Does not complain ___
6. Does not lie ___
7. Does not scream ___
8. Does not pester ___
9. Is not verbally aggressive ___
10. Is mannerly and polite in verbal interaction ___
11. Does not need excessive praise ___
12. Does not swear ___
13. Does not tease ___

APPROPRIATE SEXUAL BEHAVIOR

19.3.1.3.3.0.1(606) Given several work situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at the level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___

Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time."

1. Does not fondle same sexed co-workers ___
2. Does not fondle opposite sexed co-workers ___

OCCUPATIONAL

VOCATIONAL ADJUSTMENT

3. Does not masturbate ___

4. Does not expose self ___

5. Does not hug co-workers ___

6. Does not hug supervisors ___

7. Does not kiss co-workers ___

8. Does not kiss supervisors ___

OCCUPATIONAL COMPETENCY

DOMESTIC SERVICE

HOUSEKEEPING

TIDYING

19.3.2.1.1.0.1(607) Given an ashtray filled with ashes and cigarette butts, and a trash can, the student will, to the satisfaction of the teacher, empty the ashtray into the trash can.

This objective is mastered when the student:

1. Picks up ashtray ___
2. Holds ashtray over trash can ___
3. Empties ashes into trash can ___
4. Does not spill ashes or cigarette butts ___
5. Does not drop ashtray ___
6. Returns ashtray to proper place ___

19.3.2.1.1.0.2(608) Given a wastebasket filled with trash and a central waste receptacle, the student will, to the satisfaction of the teacher, empty the contents of the basket into the central receptacle.

This objective is mastered when the student:

1. Picks up wastebasket ___
2. Carries wastebasket to central receptacle ___
3. Holds wastebasket over central receptacle ___
4. Empties all trash from wastebasket into central receptacle ___
5. Does not spill any trash on ground or floor ___
6. Returns wastebasket to proper place ___

19.3.2.1.1.0.3(609) Given an assortment of six objects scattered around a room and their appropriate place designations, the student will, to the satisfaction of the teacher, pick up and place each of these objects in its designated place.

This objective is mastered when the student:

1. Picks up first object ___
2. Places first object in its proper place ___
3. Repeats numbers 1 and 2 for second object ___
4. Repeats numbers 1 and 2 for third object ___
5. Repeats numbers 1 and 2 for fourth object ___
6. Repeats numbers 1 and 2 for fifth object ___
7. Repeats numbers 1 and 2 for sixth object ___

19.3.2.1.1.0.4(610) Given a cabinet and a drawer with the contents out of place, the student will, to the satisfaction of the teacher, straighten the contents by opening the cabinet door, putting the contents in their proper places, closing the cabinet door, and repeating this procedure for the contents of the drawer.

This objective is mastered when the student:

1. Opens cabinet door ___
2. Puts contents in proper places ___
3. Closes cabinet ___
4. Opens drawer ___
5. Puts contents in proper places ___
6. Closes drawer ___

19.3.2.1.1.0.5(611) Given a living room with a slipcovered chair and a sofa, and scatter rugs that are in disarray, the student will, to the satisfaction of the teacher, straighten up each slipcover to fit the contours of the chair and sofa, place each pillow on the chair and sofa in proper order, and place each scatter rug in its proper place.

This objective is mastered when the student:

1. Straightens slipcovers to fit contours of sofa ___
2. Straightens pillows on sofa ___
3. Straightens slipcovers to fit contours of chair ___
4. Straightens pillows on chair ___
5. Straightens scatter rugs ___

FURNITURE CARE

19.3.2.1.2.0.1(612) Given a dust cloth, a spray-on dusting agent, and a dusty table, the student will, to the satisfaction of the teacher, dust the table by applying the dusting agent to the dust cloth or to the table surface and wiping the table surface with the dust cloth until the dust and dusting agent are no longer visible.

This objective is mastered when the student:

1. Opens container of dusting agent (if necessary) ___
2. Applies agent to cloth or to table ___
3. Uses correct amount of dusting agent ___
4. Wipes table surface ___
5. Table free of all visible dirt ___
6. Table free of all visible dusting agent ___
7. Closes container of dusting agent (if appropriate) ___

19.3.2.1.2.0.2(613) Given a liquid or spray-on furniture polish, a polishing cloth, and a wooden table, the student will, to the satisfaction of the teacher, polish the furniture by applying the polishing agent to the table and wiping the table surface with the polishing cloth until the wood shines and the polishing agent is no longer visible.

This objective is mastered when the student:

1. Opens container of furniture polish (if necessary) ___
2. Applies polish ___
3. Uses correct amount of polish ___
4. Polishes table ___
5. Wood shines ___
6. Table free of all visible polishing agent ___
7. Closes container of furniture polish (if appropriate) ___

19.3.2.1.2.0.3(614) Given a vacuum cleaner with an attachment for furniture and an upholstered chair, the student will, to the satisfaction of the teacher, clean the chair by installing the vacuum attachment, plugging in and turning on the vacuum cleaner, and vacuuming the chair so that the dirt is no longer visible.

This objective is mastered when the student:

1. Places attachment on hose nozzle ___
2. Plugs in vacuum cleaner ___
3. Turns on machine ___
4. Vacuums chair (outer surface) ___
5. Vacuums behind cushion ___
6. Chair is free of all visible dirt ___
7. Turns off vacuum ___

WALL AND WOODWORK CARE

19.3.2.1.3.0.1(615) Given a 9' x 12' room with dirty baseboards, a pail of warm soapy water, a pail of clean water, a tray, and two cloths, the student will, to the satisfaction of the teacher, clean the baseboards by washing them with a cloth and soapy water until they are clean, and rinsing all the baseboards with a clean cloth and clear water until the dirt and soap are no longer visible.

This objective is mastered when the student:

1. Places cleaning cloth in pail of soapy water ___
2. Wrings out cleaning cloth ___
3. Wipes small area of baseboard clean ___
4. Moves tray along floor so that pail is within his reach ___
5. Moves tray without spilling water on floor ___
6. Repeats numbers 1-5 until entire baseboard washed ___
7. Entire baseboard free of all visible dirt ___
8. Places rinsing cloth in pail of rinse water ___
9. Wrings out rinsing cloth ___
10. Wipes small area of baseboard ___
11. Moves tray along floor so that pail is within his reach ___

12. Moves tray without spilling water on floor ___

13. Repeats numbers 8-12 until entire baseboard rinsed ___

14. Entire baseboard free of all visible soap ___

19.3.2.1.3.0.2(616) Given a wall with smudges or scuffs on it, a sponge, and a spray cleaner appropriate for cleaning walls, the student will, to the satisfaction of the teacher, clean the walls by spraying the cleaner on each smudge or scuff, wiping the sprayed area with the sponge, and repeating this procedure until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens container of spray cleaner (if necessary) ___

2. Sprays cleaner on one smudge or scuff mark ___

3. Sprays entire area of smudge or scuff mark ___

4. Wipes area with sponge until entire smudge or scuff mark is removed ___

5. Repeats numbers 2-4 for remaining smudges or scuff marks ___

6. Entire wall free of all visible smudges or scuff marks ___

7. Closes container of spray cleaner (if appropriate) ___

WINDOW AND GLASS CARE

19.3.2.1.4.0.1(617) Given a spray-on window cleaner, a cheese cloth, and a dirty window or mirror, the student will, to the satisfaction of the teacher, clean the entire window or mirror by applying an appropriate amount of cleaning agent to a small area of the window or mirror, wiping that area clean with the cheese cloth, and repeating this procedure for the entire window or mirror until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens container of spray cleaner (if necessary) ___

2. Sprays cleaner on window/mirror ___

3. Uses appropriate amount of cleaner ___
4. Sprays small area at time ___
5. Wipes area with cheese cloth ___
6. Window/mirror free of all visible dirt ___
7. Window/mirror free of all visible cleaning agent ___
8. Window/mirror free of all visible smudges ___
9. Repeats numbers 2-5 until entire window/mirror is free of all visible dirt and cleaning agent ___
10. Closes container of spray cleaner (if appropriate) ___

19.3.2.1.4.0.2(618) Given a dirty screen, a broom, a box of detergent, a pail half-filled with water, a brush, and a hose, the student will, to the satisfaction of the teacher, clean the screen by brushing off the loose dirt with the brush, mixing an appropriate amount of detergent in the pail of water, wetting the screen with water from the hose, placing the screen on a clean, hard surface, sweeping on soapy water from the pail with the broom until the screen is clean, and rinsing off the washed screen with water from the hose until the dirt and detergent are no longer visible.

This objective is mastered when the student:

1. Brushes off loose dirt with brush ___
2. Opens box of detergent ___
3. Mixes detergent with water in pail ___
4. Uses appropriate amount of detergent ___
5. Closes box of detergent (if appropriate) ___
6. Turns on water ___
7. Wets screen with water from hose ___
8. Places screen on hard, clean surface ___
9. Puts broom in detergent water ___
10. Sweeps on soapy water with broom ___
11. Sweeps entire surface of screen ___
12. Rinses screen with water from hose ___
13. Turns off water ___
14. Screen free of all visible soap ___
15. Screen free of all visible dirt ___

19.3.2.1.4.0.3(619) Given two cloths (one damp and one dry), and a venetian blind to clean, the student will, to the satisfaction of the teacher, clean the blind by wiping it with the damp cloth until it is clean and then wiping it with the dry cloth until the dirt and moisture are no longer visible.

This objective is mastered when the student:

1. Picks up damp cloth ___
2. Wipes blind with damp cloth ___
3. Wipes entire surface of blind ___
4. Blind free of all visible dirt ___
5. Picks up dry cloth ___
6. Dries blind with dry cloth ___
7. Wipes entire surface of blind ___
8. Blind free of all visible moisture ___

FLOOR CARE

19.3.2.1.5.0.1(620) Given an unswept 12' x 30' vinyl tile, wooden, or linoleum floor, a soft bristled pushbroom, a dustpan, and a waste container, the student will, to the satisfaction of the teacher, sweep the entire floor with the pushbroom, sweep the dirt into the dustpan, and empty the dirt into the waste container.

This objective is mastered when the student:

1. Picks up broom ___
2. Pushes broom with forward motion ___
3. Sweeps entire floor ___
4. Sweeps dirt into pile(s) ___
5. Sweeps dirt into dustpan ___
6. Empties dirt into waste container ___
7. Does not spill dirt on floor when emptying dustpan ___
8. Entire floor free of all visible dirt ___

19.3.2.1.5.0.2(621) Given a dusty 9' x 12' floor and a dust mop, the student will, to the satisfaction of the teacher, dust mop the floor.

This objective is mastered when the student:

1. Picks up dust mop ___
2. Dusts with back and forth motion ___
3. Dust mops entire floor ___
4. Entire floor free of all visible dust ___

19.3.2.1.5.0.3(622) Given an unswept 9' x 12' floor, a standard broom, a dustpan, and a waste container, the student will, to the satisfaction of the teacher, sweep the entire floor with the broom, sweep the dirt into the dustpan, and empty the dirt into the waste container.

This objective is mastered when the student:

1. Picks up broom ___
2. Sweeps with back and forth motion ___
3. Sweeps entire floor ___
4. Sweeps dirt into pile(s) ___
5. Sweeps dirt into dustpan ___
6. Empties dirt into waste container ___
7. Does not spill dirt on floor when emptying dustpan ___
8. Entire floor free of all visible dirt ___

19.3.2.1.5.0.4(623) Given a dirty 9' x 12' floor, a standard floor mop, a floor cleaning liquid, a sink, and two medium sized pails half-filled with water, the student will, to the satisfaction of the teacher, mop the floor by adding an appropriate amount of floor cleaning liquid to one pail of water, putting the mop into the pail with the cleaning liquid until it is thoroughly wet, wringing the mop free of excess water, mopping the entire floor, a small area at a time, until the entire floor is clean, and rinsing by repeating this procedure, using the pail of clean water until the dirt, soap, and excess water are no longer visible.

This objective is mastered when the student:

1. Opens container of floor cleaning liquid ___
2. Adds floor cleaning liquid to one pail of water ___
3. Uses appropriate amount ___
4. Closes container of floor cleaning liquid ___
5. Places mop in water with cleaning liquid ___
6. Wets mop thoroughly ___

7. Wrings mop free of excess water ___
8. Mops a small area of floor at time ___
9. Puts mop in cleaning liquid when necessary ___
10. Entire floor mopped free of all visible dirt ___
11. Turns on water in sink ___
12. Rinses cleaning liquid from mop in sink ___
13. Turns off water in sink ___
14. Wrings mop free of excess water ___
15. Puts mop in pail of clean water ___
16. Wrings mop free of excess water ___
17. Rinses small area of floor at time ___
18. Puts mop in clean water when necessary ___
19. Entire floor rinsed free of all visible soap and dirt ___
20. Does not mop self into corner or center of floor ___

19.3.2.1.5.0.5(624) Given an unwaxed 9' x 12' floor, a bottle of liquid wax, and a soft cloth for waxing, the student will, to the satisfaction of the teacher, wax the floor by pouring approximately one capful of wax on the floor and using the cloth to spread the wax over the floor, a small area at a time, and repeating this procedure until the entire floor is waxed.

This objective is mastered when the student:

1. Opens bottle of wax ___
2. Pours wax on floor ___
3. Uses about one capful ___
4. Uses cloth to spread wax ___
5. Uses back and forth motion ___
6. Works small area at a time ___
7. Repeats numbers 2-6 until entire floor is waxed ___
8. Does not wax self into corner or center ___
9. Replaces top on bottle of wax ___

RUG CARE

19.3.2.1.6.0.1(625) Given a dirty scatter rug, the student will, to the satisfaction of the teacher, take the rug outside and clean it by getting a firm grip on the rug and shaking it in an up and down motion.

This objective is mastered when the student:

1. Takes rug outside ___
2. Grasps each side of rug with one hand ___
3. Holds rug tightly in hands ___
4. Shakes rug in up and down motion ___
5. Rug is free of all visible dirt ___

19.3.2.1.6.0.2(626) Given a dirty 9' x 12' rug and a vacuum cleaner, the student will, to the satisfaction of the teacher, vacuum the rug by plugging in and turning on the vacuum cleaner, vacuuming the entire rug, a small area at a time, and turning off and unplugging the vacuum cleaner.

This objective is mastered when the student:

1. Plugs in vacuum cleaner ___
2. Turns on vacuum cleaner ___
3. Vacuums in small sections ___
4. Uses back and forth motions ___
5. Entire rug is free of all visible dirt ___
6. Turns off vacuum cleaner ___
7. Unplugs vacuum cleaner ___

19.3.2.1.6.0.3(627) Given a vacuum cleaner containing a vacuum cleaner bag partly filled with dirt, a trash can, and a clean vacuum cleaner bag, the student will, to the satisfaction of the teacher, change the vacuum cleaner bag by opening the vacuum cleaner lid, taking out the old bag, putting the old bag in the trash can without spilling any dirt on the floor, putting the new bag in its proper place, and closing and locking the vacuum cleaner lid.

This objective is mastered when the student:

1. Opens vacuum cleaner lid ___
2. Takes out old bag ___
3. Puts old bag in trash can ___
4. Does not spill dirt on floor ___
5. Puts new bag in proper place ___
6. Closes lid ___
7. Locks lid ___

19.3.2.1.6.0.4(628) Given a dirty 9' x 12' rug, a vacuum cleaner, and a rug shampooer filled with rug shampoo, the student will, to the satisfaction of the teacher, shampoo the rug by plugging in and turning on the shampooer, shampooing the entire rug, a small area at a time, turning off and unplugging the shampooer, following teacher directions on drying time, plugging in and turning on the vacuum cleaner, and vacuuming the shampooed rug until the dirt and shampoo are no longer visible.

This objective is mastered when the student:

1. Plugs in shampooer ___
2. Turns on shampooer ___
3. Shampooes rug in small sections ___
4. Uses back and forth motions ___
5. Goes over rug no more than twice ___
6. Covers entire rug with shampoo ___
7. Turns off shampooer ___
8. Unplugs shampooer ___
9. Follows teacher directions on drying time ___
10. Plugs in vacuum cleaner ___
11. Turns on vacuum cleaner ___
12. Vacuums shampooed area ___
13. Rug is free of all visible dirt ___
14. Rug is free of all visible shampoo ___
15. Turns off vacuum cleaner ___
16. Unplugs vacuum cleaner ___

KITCHEN CARE

19.3.2.1.7.0.1(629) Given a kitchen counter covered with bread crumbs and food spills, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the counter by gathering all the crumbs into his hand with the dishcloth/sponge, disposing of the crumbs properly, rinsing the dishcloth/sponge, and wiping the kitchen counter until the crumbs and spills are no longer visible.

This objective is mastered when the student:

1. Gathers crumbs with dishcloth/sponge ___
2. Disposes of crumbs properly ___
3. Rinses dishcloth/sponge ___
4. Wipes up food spills ___
5. All food removed from counter ___
6. Counter free of all visible crumbs and spills ___

19.3.2.1.7.0.2(630) Given a smudged and dirty refrigerator exterior, a bottle of liquid cleaner, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the refrigerator exterior by applying the cleaner to the refrigerator surface and wiping the exterior refrigerator surface until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens bottle of cleaner ___
2. Applies cleaner to refrigerator or to dishcloth/sponge ___
3. Wipes top of refrigerator ___
4. Refrigerator top free of all visible dirt and smudges ___
5. Wipes sides of refrigerator ___
6. Refrigerator sides free of all visible dirt and smudges ___
7. Wipes front of refrigerator ___
8. Refrigerator front free of all visible dirt and smudges ___
9. Does not wipe inside of refrigerator ___
10. Replaces top on bottle of cleaner ___

19.3.2.1.7.0.3(631) Given a smudged and dirty kitchen cabinet exterior within reach of the student, a container of spray cleaner, and a cloth, the student will, to the satisfaction of the teacher, clean the cabinet exterior by applying the cleaner to a small area of the cabinet, wiping that area until the dirt and cleaner have been removed, and repeating this procedure for the entire cabinet exterior until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

1. Opens container of cleaner (if necessary) ___
2. Sprays cleaner in direction of cabinet ___
3. Sprays correct amount of cleaner ___
4. Sprays small area of cabinet at time ___
5. Wipes area until all dirt and cleaner are removed ___
6. Repeats numbers 2-5 until entire outside area of cabinet is free of all visible dirt and cleaner ___
7. Closes container of cleaner (if appropriate) ___

19.3.2.1.7.0.4(632) Given a stove covered with bread crumbs and stained by grease and food, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the stove by gathering all the crumbs into his hand with the dishcloth/sponge, disposing of the crumbs properly, rinsing the dishcloth/sponge, and wiping the top and front surface of the stove until the grease and food are no longer visible.

This objective is mastered when the student:

1. Gathers crumbs with dishcloth/sponge into hand ___
2. Disposes of crumbs properly ___
3. Rinses dishcloth/sponge ___
4. Wipes top of stove ___
5. Stove top free of all visible food and grease ___
6. Wipes front of stove ___
7. Stove front free of all visible food and grease ___

BATHROOM CARE

19.3.2.1.8.0.1(633) Given a sponge, a can of commercial cleanser, and a bathroom sink, the student will, to the satisfaction of the teacher, clean the sink by applying the cleanser to the sink and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing these areas with a clean sponge and water until the cleanser and dirt are no longer visible.

This objective is mastered when the student:

1. Applies small amount of cleanser to sink ___
2. Applies small amount of cleanser to fixtures ___
3. Turns on water ___
4. Wets sponge ___
5. Scrubs sink ___
6. Sink free of all visible dirt ___
7. Scrubs fixtures ___
8. Fixtures free of all visible dirt ___
9. Rinses sponge ___
10. Sponge free of all visible dirt ___
11. Rinses fixtures ___
12. Fixtures free of all visible dirt and cleanser ___
13. Rinses sink ___
14. Sink free of all visible dirt and cleanser ___
15. Turns off water ___

19.3.2.1.8.0.2(634) Given a sponge, a can of commercial cleanser, and a bathtub, the student will, to the satisfaction of the teacher, clean the bathtub by applying the cleanser to the bathtub and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing these areas with a clean sponge and water until the cleanser and dirt are no longer visible.

This objective is mastered when the student:

1. Applies small amount of cleanser to bathtub ___
2. Applies small amount of cleanser to fixtures ___
3. Turns on water in bathtub ___
4. Wets sponge ___
5. Scrubs inside of tub ___
6. Inside of tub free of all visible dirt ___
7. Scrubs outside of tub ___
8. Outside of tub free of all visible dirt ___
9. Scrubs fixtures ___
10. Fixtures free of all visible dirt ___
11. Rinses sponge ___
12. Sponge free of all visible dirt ___
13. Rinses outside of tub ___
14. Outside of tub free of all visible dirt and cleanser ___
15. Rinses fixtures ___
16. Fixtures free of all visible dirt and cleanser ___
17. Rinses inside of tub ___
18. Inside of tub free of all visible dirt and cleanser ___
19. Turns off water in bathtub ___

19.3.2.1.8.0.3(635) Given a sponge, a cloth, a long-handled brush, a can of commercial cleanser, a pail of water, a pre-measured amount of toilet bowl cleaner, and a toilet, the student will, to the satisfaction of the teacher, clean the toilet by applying the cleanser to the outer areas of the toilet, scrubbing these areas with a wet sponge and water, rinsing and drying the outer areas of the toilet, putting the toilet bowl cleaner into the toilet bowl, scrubbing the bowl with the long-handled brush until it is clean, and flushing the toilet to rinse the bowl and brush.

This objective is mastered when the student:

1. Applies cleanser to outer area of toilet ___
2. Uses small amount of cleanser ___

3. Wets sponge ___
4. Scrubs outer area of toilet ___
5. Rinses sponge ___
6. Sponge free of all visible dirt ___
7. Wets sponge in pail of clean water ___
8. Rinses outer area of toilet with clean sponge ___
9. Outer area of toilet free of all visible dirt and cleanser ___
10. Dries outer area of toilet ___
11. Does not get cleanser or water on floor ___
12. Pours pre-measured amount of toilet bowl cleaner in toilet bowl without getting it on skin ___
13. Waits for toilet bowl cleaner to take action ___
14. Scrubs inside of toilet bowl with long-handled brush ___
15. Brushes until inside of toilet bowl is free of all visible dirt ___
16. Rinses long-handled brush and toilet bowl by flushing toilet ___

19.3.2.1.8.0.4(636) Given a sponge, a can of commercial cleanser, a pail, a commercial tile cleaner, a plastic scrub pad, and a shower stall with tile walls, the student will, to the satisfaction of the teacher, clean the shower stall by applying the tile cleaner to the shower walls, scrubbing the tile walls with the scrub pad until they are clean, applying the commercial cleanser to the shower floor and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing the entire shower stall with a clean sponge and water until the cleanser, tile cleaner, and dirt are no longer visible.

This objective is mastered when the student:

1. Opens container of tile cleaner (if necessary) ___
2. Applies tile cleaner to wall ___
3. Applies cleaner to small area at time ___
4. Scrubs tile area with cleaner on it with plastic scrub pad ___
5. Scrubs entire shower wall, small area at time ___
6. Entire shower wall is free of all visible dirt ___
7. Closes container of tile cleaner (if appropriate) ___
8. Applies cleanser to shower floor and fixtures ___
9. Fills pail with water ___
10. Wets sponge ___

11. Scrubs shower floor and fixtures with sponge ___

12. Shower fixtures free of all visible dirt ___

13. Rinses sponge ___

14. Sponge free of all visible dirt ___

15. Empties water from pail ___

16. Fills pail with clean water ___

17. Rinses shower walls ___

18. Shower walls free of all visible dirt and cleaner ___

19. Rinses shower fixtures ___

20. Shower fixtures free of all visible dirt and cleanser ___

21. Rinses shower floor ___

22. Shower floor free of all visible dirt and cleanser ___

OCCUPATIONAL
DOMESTIC SERVICE

HOMEMAKING

STORAGE AND RETRIEVAL

19.3.2.2.1.0.1(637) Given an empty ice tray, a sink, and a freezer, the student will, to the satisfaction of the teacher, fill the ice tray by holding the ice tray under the faucet, turning on the faucet, letting the water run into the ice tray, turning the faucet off after all the cells of the ice tray have been filled, and placing the ice tray in the freezer.

This objective is mastered when the student:

1. Holds ice tray under faucet ___
2. Turns on faucet, letting water run into ice tray ___
3. Turns off faucet when all cells of ice tray have been filled ___
4. Places ice tray in freezer ___
5. Does not spill water ___

19.3.2.2.1.0.2(638) Given a box of salt, a can of pepper, ten pounds of flour, five pounds of sugar, one pound of coffee, a box of loose tea, salt and pepper shakers, a sugar bowl, and four graduated canisters, the student will, to the satisfaction of the teacher, fill the containers by pouring each food into the appropriate container until the container is at least 3/4 full.

This objective is mastered when the student:

	FLOUR	SUGAR	COFFEE	TEA
1. Opens package	___	___	___	___
2. Fills canister	___	___	___	___
3. Canister is at least 3/4 full	___	___	___	___
4. Does not spill	___	___	___	___
5. Puts away materials properly	___	___	___	___

	SUGAR	SALT	PEPPER
6. Opens package	___	___	___
7. Fills container	___	___	___

	SUGAR	SALT	PEPPER
8. Container is at least 3/4 full	___	___	___
9. Does not spill	___	___	___
10. Puts away materials properly	___	___	___

19.3.2.2.1.0.3(639) Given two pots, two pans, two knives, two forks, two spoons, two cups, two glasses, and a kitchen that has specific areas designated for storage of these utensils, the student will, to the satisfaction of the teacher, place each of these utensils in its proper storage area.

This objective is mastered when the student:

1. Stores 2 pans in appropriate place ___
2. Stores 2 pots in appropriate place ___
3. Stores 2 knives in appropriate place ___
4. Stores 2 forks in appropriate place ___
5. Stores 2 spoons in appropriate place ___
6. Stores 2 cups in appropriate place ___
7. Stores 2 glasses in appropriate place ___
8. Does not damage utensils ___

19.3.2.2.1.0.4(640) Given a kitchen with clearly designated storage areas for utensils, the student will, to the satisfaction of the teacher, retrieve seven designated utensils from their appropriate storage areas and place them in a teacher-designated area.

This objective is mastered when the student:

1. Retrieves plate ___
2. Retrieves pot ___
3. Retrieves knife ___
4. Retrieves fork ___
5. Retrieves spoon ___
6. Retrieves cup ___
7. Retrieves glass ___
8. Does not damage utensils ___

19.3.2.2.1.0.5(641) Given three different food items and a kitchen that has specific areas designated for storage of these food items, the student will, to the satisfaction of the teacher, place each of the three items in its proper storage area.

This objective is mastered when the student:

1. Stores first food item correctly ___
2. Stores second food item correctly ___
3. Stores third food item correctly ___
4. Does not damage items ___

19.3.2.2.1.0.6(642) Given a kitchen with clearly designated storage areas, the student will, to the satisfaction of the teacher, retrieve three designated food items from their appropriate storage areas and place them in a teacher-designated area.

This objective is mastered when the student:

1. Retrieves first item ___
2. Retrieves second item ___
3. Retrieves third item ___
4. Does not damage items ___

19.3.2.2.1.0.7(643) Given ten labeled, canned or boxed foods, the student will, with 100% accuracy, touch each of five different food containers after each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: #2 can of green beans, 1 lb. box of brown sugar, 10 1/2 oz. can of chicken noodle soup, #2 can of corn, 1 lb. box of minute rice, #2 can of bean soup, #2 can of tomatoes, #2 can of peaches, 1 lb. box of raisins, #2 can of peas)

1. "Touch the corn." ___
2. "Touch the peaches." ___
3. "Touch the rice." ___
4. "Touch the green beans." ___
5. "Touch the chicken noodle soup." ___

OCCUPATIONAL
DOMESTIC SERVICE

OPENING CONTAINERS

19.3.2.2.2.0.1(644) Given an unopened box with a pouring spout, the student will, to the satisfaction of the teacher, open the box by inserting the tip of his index finger behind the rim of the spout and pulling the spout forward until it is completely open.

This objective is mastered when the student:

1. Holds box with one hand ___
2. Inserts tip of index finger behind rim of spout ___
3. Pulls spout completely out ___
4. Does not spill contents of box ___

19.3.2.2.2.0.2(645) Given an unopened pop top can, the student will, to the satisfaction of the teacher, open the can by holding the can in one hand, lifting the ring, inserting one finger through the ring, and pulling the ring forward until the pop top is completely off the can.

This objective is mastered when the student:

1. Picks up can ___
2. Holds can in one hand ___
3. Inserts finger under ring ___
4. Lifts ring ___
5. Places finger through ring ___
6. Pulls ring forward ___
7. Removes pop top from can ___
8. Does not spill contents of can ___

19.3.2.2.2.0.3(646) Given an unopened jar, the student will, to the satisfaction of the teacher, open the jar by holding the jar in one hand, twisting the lid in a counter-clockwise direction with the other hand until the lid is loosened, and removing the lid from the jar.

This objective is mastered when the student:

1. Holds jar with one hand ___
2. Grips lid with opposite hand ___
3. Turns lid in counter-clockwise direction ___
4. Removes lid from jar ___
5. Does not spill contents of jar ___

19.3.2.2.2.0.4(647) Given an unopened bottle and a bottle opener, the student will, to the satisfaction of the teacher, open the bottle by placing the bottle opener on the tip of the bottle top, pressing downward, while at the same time pulling in an upward motion with the opener until the top is completely off the bottle.

This objective is mastered when the student:

1. Picks up bottle opener ___
2. Holds bottle in one hand ___
3. Places bottle opener on tip of bottle top ___
4. Presses downward on bottle top while pulling upward with opener ___
5. Loosens bottle top completely ___
6. Removes bottle top from bottle ___
7. Does not spill contents of bottle ___

19.3.2.2.2.0.5(648) Given a cellophane bag of packaged food, the student will, to the satisfaction of the teacher, open the bag by pulling the cellophane apart along the top of the bag until the bag is completely open.

This objective is mastered when the student:

1. Grasps front of bag with one hand near top of bag ___
2. Grasps back of bag with other hand near top of bag ___
3. Pulls front and back apart ___
4. Opens package ___
5. Uses only hands to open package ___
6. Does not spill contents of package ___

19.3.2.2.2.0.6(649) Given a packet of dry condiment (salt, pepper, or sugar) and a packet of moist condiment (mustard, ketchup, or mayonnaise), the student will, to the satisfaction of the teacher, tear open the packets at the top until each packet is completely open.

This objective is mastered when the student:

1. Picks up packet of dry condiment ___
2. Tears packet open at top ___

3. Opens packet completely ___
4. Repeats numbers 1-3 for packet of moist condiment ___
5. Does not spill contents of packets ___

19.3.2.2.2.0.7(650) Given a carton of milk, the student will, to the satisfaction of the teacher, open the milk carton by folding the flaps back, exerting pressure on the edges of the flaps, while at the same time pulling the flaps toward him until they form a pouring spout.

This objective is mastered when the student:

1. Takes one flap of carton in each hand ___
2. Folds back flaps ___
3. Exerts pressure on edges of flaps while pulling flaps forward ___
4. Pulls flaps completely forward until they form pouring spout ___
5. Does not spill milk ___

19.3.2.2.2.0.8(651) Given a manual can opener and an unopened can, the student will, to the satisfaction of the teacher, open the can by placing it on a counter, puncturing the top of the can near the rim with the can opener, continuing pressure with the can opener around the perimeter of the lid until the lid is loosened from the rim, and removing the lid from the can.

This objective is mastered when the student:

1. Places can on counter ___
2. Picks up can opener ___
3. Exerts pressure on can opener ___
4. Punctures lid near rim of can with can opener ___
5. Continues pressure around perimeter of can until lid is loosened from rim ___
6. Removes lid from can ___
7. Does not injure self ___
8. Does not spill contents of can ___

BEVERAGE PREPARATION

19.3.2.2.3.0.1(652) Given a powdered mix, a liquid, a glass, and a spoon, the student will, to the satisfaction of the teacher, mix a liquid drink by spooning the prescribed quantity of mix into the glass, filling the glass 3/4 full of liquid, and stirring the contents with the spoon until the mix is thoroughly dissolved.

This objective is mastered when the student:

1. Opens mix ___
2. Spoons mix into glass ___
3. Pours liquid into glass ___
4. Fills glass to 3/4 full ___
5. Stirs contents until dissolved ___
6. Does not spill liquid or mix ___

19.3.2.2.3.0.2(653) Given a sink, a stove, a tea kettle, a cup and saucer, and a tea bag, the student will, to the satisfaction of the teacher, make a cup of tea by filling the kettle with cold water, placing the kettle on the stove, turning on the stove and bringing the water to a boil, placing the tea bag in the cup, filling the cup with hot water from the kettle, allowing the tea to steep for up to three minutes, and removing the tea bag from the cup.

This objective is mastered when the student:

1. Picks up kettle ___
2. Turns on cold water ___
3. Fills kettle with cold water ___
4. Turns off water ___
5. Places kettle on stove ___
6. Turns on stove ___
7. Brings water to boil ___
8. Removes kettle from stove ___
9. Turns off stove ___
10. Places tea bag in cup ___
11. Pours water from kettle into tea cup ___
12. Does not spill water ___
13. Allows tea to steep ___
14. Removes tea bag after appropriate amount of time ___
15. Discards used tea bag appropriately ___

19.3.2.2.3.0.3(654) Given a sink, a stove, a kettle for heating water, a coffee mug, a teaspoon, and a jar of instant coffee, the student will, to the satisfaction of the teacher, make a cup of instant coffee by filling the kettle with cold water, placing the kettle on the stove, turning on the stove and bringing the water to a boil, opening the jar of coffee, placing one teaspoon of instant coffee in the cup, filling the cup with hot water from the kettle, and stirring the contents.

This objective is mastered when the student:

1. Picks up kettle ___
2. Turns on cold water ___
3. Fills kettle with cold water ___
4. Turns off water ___
5. Places kettle on stove ___
6. Turns on stove ___
7. Brings water to boil ___
8. Removes kettle from stove ___
9. Turns off stove ___
10. Opens jar of coffee ___
11. Takes out one teaspoon of coffee ___
12. Places coffee in mug ___
13. Pours water from kettle into mug ___
14. Does not spill water ___
15. Stirs mug contents with spoon ___
16. Replaces top on jar of coffee ___

19.3.2.2.3.0.4(655) Given a sink, an eight cup electric perculator coffee pot, a tablespoon, and a can of electroperk coffee, the student will, to the satisfaction of the teacher, make a pot of coffee by filling the coffee pot to the six cup level with cold water, placing the stem and basket in the pot, putting six tablespoons of coffee into the coffee basket, covering the basket, covering the pot, plugging the coffee pot into an outlet, and telling the teacher when the coffee is ready.

This objective is mastered when the student:

1. Picks up coffee pot ___
2. Turns on cold water ___
3. Fills pot to six cup level with water ___
4. Turns off water ___
5. Places stem in pot ___
6. Places coffee basket in pot ___
7. Puts six tablespoons of coffee into basket ___
8. Puts top on basket ___

9. Puts top on pot ___
10. Plugs in coffee pot ___
11. Puts can of coffee away ___
12. Notifies teacher when coffee is ready ___

SIMPLE MIXES

19.3.2.2.4.0.1(656) Given a jello mix, the required measure of water to boil, the required measure of cold water, a pot, a bowl, a stove, and a spoon, the student will, to the satisfaction of the teacher, make jello by pouring the jello mix into the bowl, pouring the boiling water into the bowl, stirring the mix with the spoon until thoroughly dissolved, and pouring the cold water into the bowl.

This objective is mastered when the student:

1. Pours water into pot ___
2. Turns on burner ___
3. Places pot on burner ___
4. Brings water to boil ___
5. Turns off burner ___
6. Opens jello mix ___
7. Pours mix into bowl ___
8. Pours boiling water into bowl ___
9. Stirs mix with spoon until thoroughly dissolved ___
10. Pours cold water into bowl ___
11. Does not spill water or ingredients ___

19.3.2.2.4.0.2(657) Given a rotary hand mixer and a bowl containing cake mix ingredients, the student will, to the satisfaction of the teacher, blend the ingredients by placing the rotary hand mixer into the bowl, holding the mixer in one hand and turning the handle with the other until the mix is thoroughly blended.

This objective is mastered when the student:

1. Places mixer in bowl ___
2. Holds mixer in one hand ___
3. Turns handle with other hand ___
4. Blends mix thoroughly ___
5. Removes mixer from bowl ___
6. Does not spill ingredients ___

19.3.2.2.4.0.3(658) Given a round one-layer cake, an open container of frosting, a spreading knife, and a spoon, the student will, to the satisfaction of the teacher, frost the cake by removing one spoonful of frosting at a time and spreading it evenly with the knife over the surface of the cake until the entire top and sides of the cake are frosted.

This objective is mastered when the student:

1. Takes spoonful of frosting from container ___
2. Places frosting on cake ___
3. Spreads frosting with knife ___
4. Repeats numbers 1-3 until cake is frosted ___
5. Spreads frosting evenly over top of cake ___
6. Spreads frosting evenly over sides of cake ___

19.3.2.2.4.0.4(659) Given a simple cake mix, the prescribed ingredients, a bowl, a spoon, and a greased cake pan, the student will, to the satisfaction of the teacher, mix a cake by pouring the cake mix into the bowl, adding the ingredients as specified in the recipe, mixing thoroughly, and pouring the batter into the greased pan.

This objective is mastered when the student:

1. Opens cake mix ___
2. Pours cake mix into bowl ___
3. Adds liquid ingredients ___
4. Adds eggs to mix (if necessary) ___
5. Stirs mix thoroughly ___
6. Pours mix into cake pan ___
7. Does not spill mix or ingredients ___

19.3.2.2.4.0.5(660) Given a raw egg and a bowl, the student will, to the satisfaction of the teacher, crack the egg by lightly tapping it on a hard-edged surface, separating the egg shell, and allowing the white and yolk to fall into the bowl.

This objective is mastered when the student:

1. Picks up egg ___
2. Taps egg on hard surface ___

3. Holds cracked egg over bowl ___
4. Pulls shell apart with two hands ___
5. Puts egg in bowl ___
6. Discards shell properly ___
7. Does not get shell in bowl ___
8. Does not spill egg on counter or floor ___

19.3.2.2.4.0.6(661) Given a package of pie dough mix, a pie pan, the proper measure of water, flour, a preheated oven, a bowl, a knife, a can of filling, wax paper, and a rolling pin, the student will, to the satisfaction of the teacher, make a pie by pouring the pie dough mix into the bowl, adding water, mixing, removing the dough from the bowl, shaping the dough into a ball, flattening the dough with the rolling pin on floured wax paper until it is slightly larger than the pie pan, placing and trimming the dough in the pie pan, pouring the filling into the pan, placing a top crust on the pie, placing the pie in the oven, and removing the pie from the oven when cooked.

This objective is mastered when the student:

1. Opens pie dough mix ___
2. Pours mix into bowl ___
3. Adds water ___
4. Mixes ___
5. Removes dough from bowl ___
6. Shapes dough into ball ___
7. Sprinkles flour on wax paper ___
8. Sprinkles flour on rolling pin ___
9. Places dough in center of wax paper and flattens by rolling in all directions ___
10. Rolls dough evenly ___
11. Rolls dough until it is slightly larger than pie pan ___
12. Places bottom pie crust in pie pan ___
13. Adds filling ___
14. Removes excess dough from rim of pie pan ___
15. Rolls and flattens remaining dough ___
16. Cuts remaining dough into strips ___
17. Places strips across pie pan ___
18. Presses strips firmly against top rim ___
19. Places pie in pre-heated oven ___
20. Removes pie from oven when cooked ___

FRUIT AND VEGETABLE PREPARATION

19.3.2.2.5.0.1(662) Given prepared ingredients for a salad, a salad bowl, and two salad utensils, the student will, to the satisfaction of the teacher, mix the salad by placing the ingredients in the bowl and tossing the salad by grasping and releasing the ingredients with the utensils until the ingredients are thoroughly tossed.

This objective is mastered when the student:

1. Places ingredients in bowl ___
2. Grasps ingredients with utensils ___
3. Tosses ingredients with utensils ___
4. Salad completely tossed ___
5. Does not spill ingredients ___

19.3.2.2.5.0.2(663) Given five fruits to be rinsed and a source of cold water, the student will, to the satisfaction of the teacher, wash the fruit by placing it under or in the water and rubbing the food gently with his fingers until the entire surface of each fruit has been washed.

This objective is mastered when the student:

1. Places fruit in/under water ___
2. Rubs fruit with fingers ___
3. Rinses entire surface of fruit ___
4. Repeats numbers 1-3 for second fruit ___
5. Repeats numbers 1-3 for third fruit ___
6. Repeats numbers 1-3 for fourth fruit ___
7. Repeats numbers 1-3 for fifth fruit ___

19.3.2.2.5.0.3(664) Given two pecans, two walnuts, a nutcracker, a bowl, and a piece of paper, the student will, to the satisfaction of the teacher, crack the nuts by placing each nut in the nutcracker, exerting pressure on the handles of the nutcracker until the nut shell is broken, and removing the nut meat from the shells.

This objective is mastered when the student:

1. Places nut in teeth of nut cracker ___
2. Squeezes handles until nut cracks open ___
3. Removes shells from nut ___
4. Places shells on paper ___
5. Places meat in bowl ___
6. Removes all meat from shells ___
7. Repeats numbers 1-6 for second nut ___
8. Repeats numbers 1-6 for third nut ___
9. Repeats numbers 1-6 for fourth nut ___

19.3.2.2.5.0.4(665) Given a knife, a cutting board, and a fruit to be cut, the student will, to the satisfaction of the teacher, cut the fruit in quarters by placing the sharp edge of the knife on the fruit, cutting away from the body, and continuing this process until the fruit is completely cut into appropriately sized pieces.

This objective is mastered when the student:

1. Places fruit on cutting board ___
2. Places sharp edge of knife on fruit ___
3. Cuts away from body ___
4. Uses up and down cutting motion ___
5. Continues until fruit is completely cut ___
6. Cuts fruit in quarters ___
7. Does not cut self ___

19.3.2.2.5.0.5(666) Given ten pea pods, a bowl, and a piece of paper, the student will, to the satisfaction of the teacher, shell the peas by opening each pod with his fingers and removing the peas.

This objective is mastered when the student:

1. Grasps shell with fingers ___
2. Breaks open pod with his fingers ___
3. Removes all peas from shell ___
4. Places shell on paper ___
5. Places peas in bowl ___
6. Repeats numbers 1-5 for remaining nine pea pods ___

19.3.2.2.5.0.6(667) Given a knife, a cutting board, and a vegetable to be sliced, the student will, to the satisfaction of the teacher, slice the vegetable by placing it on the cutting board, placing the sharp edge of the knife on the food, slicing downward with a back and forth motion, and continuing this process until the vegetable is completely sliced into appropriately sized pieces.

This objective is mastered when the student:

1. Places vegetable on cutting board ___
2. Places sharp edge of knife on vegetable ___
3. Uses downward back and forth motion ___
4. Continues until vegetable is completely sliced ___
5. Slices are of appropriate size ___
6. Does not cut self ___

19.3.2.2.5.0.7(668) Given a grater and a vegetable to be grated, the student will, to the satisfaction of the teacher, grate the vegetable by holding the grater in one hand, placing the vegetable against the cutting surface of the grater, scraping the vegetable on the grater with an up and down motion, and continuing this process until at least 3/4 of the vegetable is grated.

This objective is mastered when the student:

1. Holds grater in one hand ___
2. Places vegetable against cutting edge of grater ___
3. Scrapes vegetable on grater with up and down motion ___
4. Grates vegetable into bowl ___
5. Continues until at least 3/4 of vegetable is grated ___
6. Does not get vegetable on floor ___
7. Does not scrape self ___

19.3.2.2.5.0.8(669) Given a peeling utensil, a piece of paper, and a vegetable to be peeled, the student will, to the satisfaction of the teacher, peel the vegetable by directing the utensil away from the body and removing all the peel with the sharp edge of the utensil.

This objective is mastered when the student:

1. Places sharp edge of utensil on vegetable ___
2. Directs utensil away from body ___
3. Peels entire vegetable ___
4. Peels vegetable scraps onto paper ___
5. Does not cut self ___

APPORTIONING FOODS AND LIQUIDS

19.3.2.2.6.0.1(670) Given a serving spoon, a container of food which must be spooned, and five dishes onto which the food must be served, the student will, to the satisfaction of the teacher, serve the food by spooning an average portion of the food onto each dish.

This objective is mastered when the student:

1. Places spoon in food container ___
2. Lifts food with spoon ___
3. Places food on dish ___
4. Serves an average portion ___
5. Does not spill food ___
6. Repeats numbers 1-5 for second dish ___
7. Repeats numbers 1-5 for third dish ___
8. Repeats numbers 1-5 for fourth dish ___
9. Repeats numbers 1-5 for fifth dish ___

19.3.2.2.6.0.2(671) Given a fork, a container of food that must be forked, and five dishes onto which the food must be served, the student will, to the satisfaction of the teacher, serve the food by spearing the food with the fork and placing an average portion of the food onto each dish.

This objective is mastered when the student:

1. Places fork in food container ___
2. Spears food to be served with fork ___
3. Lifts food with fork ___
4. Places food on dish ___
5. Does not drop food ___
6. Repeats numbers 1-5 for second dish ___

7. Repeats numbers 1-5 for third dish ___
8. Repeats numbers 1-5 for fourth dish ___
9. Repeats numbers 1-5 for fifth dish ___

19.3.2.2.6.0.3(672) Given a glass and a pitcher of liquid, the student will, to the satisfaction of the teacher, serve the liquid by pouring the liquid into the glass until the glass is at least 3/4 full.

This objective is mastered when the student:

1. Grasps pitcher of liquid ___
2. Pours liquid into glass ___
3. Fills glass at least 3/4 full ___
4. Does not spill liquid ___

19.3.2.2.6.0.4(673) Given a slice of bread, a spreading knife, and a container of butter, the student will, to the satisfaction of the teacher, butter the bread by taking an appropriate amount of butter from the container with the knife and spreading the butter evenly over the surface of one side of the bread without puncturing the bread.

This objective is mastered when the student:

1. Holds container while he takes butter from it ___
2. Uses knife to take appropriate amount of butter ___
3. Holds bread while spreading ___
4. Spreads butter evenly over entire surface of bread ___
5. Spreads butter on one side only ___
6. Does not puncture bread ___

19.3.2.2.6.0.5(674) Given a soup ladle, a pot of soup, and five bowls into which the soup must be served, the student will, to the satisfaction of the teacher, serve the soup by ladling the soup from the pot and pouring it into each bowl until each bowl is at least 3/4 full.

This objective is mastered when the student:

1. Places ladle in pot ___
2. Ladles soup from pot ___
3. Pours soup into bowl ___
4. Fills bowl at least 3/4 full ___
5. Does not spill soup ___
6. Repeats numbers 1-5 for second bowl ___
7. Repeats numbers 1-5 for third bowl ___
8. Repeats numbers 1-5 for fourth bowl ___
9. Repeats numbers 1-5 for fifth bowl ___

19.3.2.2.6.0.6(675) Given a serving bowl of salad, two salad serving utensils, and five bowls into which the salad must be served, the student will, to the satisfaction of the teacher, serve the salad by grasping the salad with both utensils, removing the salad from the serving bowl, and placing the salad into each bowl until each bowl is at least 3/4 full.

This objective is mastered when the student:

1. Places utensils in salad bowl ___
2. Uses utensils to grasp salad ___
3. Removes salad from salad bowl ___
4. Places salad in bowl ___
5. Fills first bowl at least 3/4 full ___
6. Does not spill salad ___
7. Repeats numbers 1-6 for second bowl ___
8. Repeats numbers 1-6 for third bowl ___
9. Repeats numbers 1-6 for fourth bowl ___
10. Repeats numbers 1-6 for fifth bowl ___

STOVE OPERATION

19.3.2.2.7.0.1(676) Given a stove and a pan half-filled with water, the student will, to the satisfaction of the teacher, boil the water by placing the pan on a burner so that the handle of the pan does not extend over the front edge of the stove, turning that burner on to the high setting, leaving the pan on the burner until the water is boiling, and turning that burner off.

This objective is mastered when the student:

1. Places pan on burner ___
2. Turns handle away from front edge of stove ___
3. Turns burner on to high ___
4. Brings water to boil ___
5. Turns off burner ___

19.3.2.2.7.0.2(677) Given a stove and a pan with prepared soup in it, the student will, to the satisfaction of the teacher, heat the soup by placing the pan on a burner so that the handle of the pan does not extend over the front edge of the stove, turning that burner on to the medium setting, leaving the pan on the burner until the soup is heated, but not boiled, and turning that burner off.

This objective is mastered when the student:

1. Places pan on burner ___
2. Turns handle away from front edge of stove ___
3. Turns burner on to medium ___
4. Leaves pan on burner until soup is heated ___
5. Does not boil soup ___
6. Turns off burner ___

19.3.2.2.7.0.3(678) Given a stove, a hamburger patty, a frying pan, a plate, and a spatula, the student will, to the satisfaction of the teacher, fry the hamburger by placing the pan on a burner so that the handle does not extend over the front edge of the stove, placing the hamburger in the pan, turning the burner on to medium heat, frying the hamburger, periodically turning the patty with the spatula, until the hamburger is done, removing the hamburger from the pan with the spatula, placing it on the plate, and turning the burner off.

This objective is mastered when the student:

1. Places pan on burner ___
2. Turns handle away from front edge of stove ___
3. Places patty in pan ___
4. Turns burner on to medium ___
5. Turns patty periodically with spatula ___
6. Cooks hamburger ___
7. Does not burn hamburger ___
8. Removes hamburger with spatula ___

9. Places hamburger on plate ___

10. Turns off burner ___

19.3.2.2.7.0.4(679) Given an oven, some food to be baked, two potholders, and verbal directions by the teacher regarding the oven setting and baking time, the student will, to the satisfaction of the teacher, bake the food by setting the oven temperature, turning on the oven, placing the food to be baked into the oven when the oven is pre-heated, leaving the food in the oven for the designated time, removing the food from the oven, placing the food in a teacher-designated area, and turning the temperature and oven setting off.

This objective is mastered when the student:

1. Sets oven temperature ___
2. Turns on oven ___
3. Uses potholders (one in each hand) to place food in oven when oven is pre-heated ___
4. Leaves food in oven for designated time (no more than five minutes overtime) ___
5. Uses potholders to remove food from oven (one in each hand) ___
6. Turns off oven ___
7. Turns off temperature setting ___

KITCHEN APPLIANCE OPERATION

19.3.2.2.8.0.1(680) Given a toaster (plugged-in and pre-set at medium), and two pieces of bread, the student will, to the satisfaction of the teacher, toast the bread by putting a piece of bread in each of the two slots, pushing down the lever, and removing the toasted bread when it pops up.

This objective is mastered when the student:

1. Picks up bread ___
2. Places piece of bread in each slot ___
3. Pushes down lever ___
4. Pushes down lever until bread stays down ___
5. Removes toasted bread when it pops up ___
6. Does not burn fingers ___

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.2.8.0.2(681) Given an electric can opener (plugged-in) and a can, the student will, to the satisfaction of the teacher, open the can by placing the can under the opener blade, locking the can in place, puncturing the lid of the can with the opener blade, maintaining pressure on the opener handle until the perimeter of the lid is completely separated from the rim, taking the can from the can opener, and removing the severed lid.

This objective is mastered when the student:

1. Picks up can ___
2. Places can under opener blade ___
3. Locks can in place ___
4. Punctures lid of can with opener blade ___
5. Maintains pressure on opener handle ___
6. Perimeter of can is completely separated from rim ___
7. Takes can from can opener ___
8. Removes severed lid ___
9. Does not spill contents of can ___
10. Does not cut self ___

19.3.2.2.8.0.3(682) Given an electric hand mixer (plugged-in) and ingredients to be mixed in a bowl, the student will, to the satisfaction of the teacher, mix the ingredients by turning on and setting the mixer on medium speed, placing the mixer in the bowl, mixing the ingredients by holding the mixer down, going around the inside surface of the bowl, continuing this procedure until all of the contents of the bowl are thoroughly mixed, turning the mixer off, and removing the mixer from the bowl.

This objective is mastered when the student:

1. Picks up mixer ___
2. Turns on mixer ___
3. Sets mixer on medium speed ___
4. Puts mixer down in bowl ___
5. Moves mixer in circular direction around inside of bowl ___
6. Blends ingredients thoroughly ___
7. Turns off mixer ___
8. Removes mixer from bowl ___

DISHWASHING AND DRYING

19.3.2.2.9.0.1(683) Given a bowl containing 18 pieces of silverware (six forks, six knives, six spoons), the student will, with 100% accuracy, sort the silverware into one pile of six forks, one pile of six knives, and one pile of six spoons.

This objective is mastered when the student:

1. Separates silverware into three piles ___
2. Places all knives in one pile ___
3. Places all forks in one pile ___
4. Places all spoons in one pile ___

19.3.2.2.9.0.2(684) Given a dry cloth, four wet plates, four wet glasses, four wet knives, four wet forks, four wet spoons, and four wet pots and pans, the student will, to the satisfaction of the teacher, dry the dishes with the dry cloth and put the dishes, glasses, silverware, and pots and pans away in the storage areas designated by the teacher.

This objective is mastered when the student:

1. Dries glasses ___
2. Dries plates ___
3. Dries silverware ___
4. Dries pots and pans ___
5. Stores glasses properly ___
6. Stores plates properly ___
7. Stores silverware properly ___
8. Stores pots and pans properly ___
9. Does not break dishes ___

19.3.2.2.9.0.3(685) Given an automatic dishwasher, automatic dishwasher detergent, and enough dirty dishes, glasses, and silverware to fill the dishwasher, the student will, to the satisfaction of the teacher, wash the dishes by loading the dishwasher properly, putting the correct amount of detergent in the detergent dispenser, closing the dishwasher securely, starting the dishwasher, unloading the dishwasher when the cycle is completed and the dishes are cool, and putting the dishes in the storage areas designated by the teacher.

This objective is mastered when the student:

1. Places cups and glasses on top rack of dishwasher ___
2. Places silverware in silverware basket ___
3. Places dishes on bottom rack ___
4. Puts correct amount of dishwasher detergent in detergent dispenser ___
5. Closes detergent dispenser securely ___
6. Closes dishwasher securely ___
7. Starts dishwasher ___
8. Waits until dishwasher cycle is completed before opening machine ___
9. Waits until dishes are cool before unloading ___
10. Puts all dishes, glasses, and silverware in proper storage areas ___

19.3.2.2.9.0.4(686) Given a sink and a dishpan (or a double sink), a dishcloth, a bottle of dishwashing detergent, a drainboard, a dish drainer, four dirty plates, four dirty forks, four dirty spoons, four dirty knives, and four dirty glasses, the student will, to the satisfaction of the teacher, wash the dishes by filling the dishpan at least 1/2 full of warm water, adding an appropriate amount of detergent, washing and rinsing the glasses, silverware, and plates (in that order), and placing the dishes on the drainer.

This objective is mastered when the student:

1. Turns on water ___
2. Adjusts water to medium temperature ___
3. Fills dishpan (or one side of double sink) at least 1/2 full of water ___
4. Adds an appropriate amount of detergent to water ___
5. Washes glasses first ___
6. Washes silverware second ___
7. Washes plates third ___
8. Rinses dishes and silverware ___
9. All soap removed ___
10. All dishes and silverware clean ___
11. Places dishes on drainer ___
12. Does not break dishes ___
13. Empties dishpan and/or drains sink ___
14. Turns off water ___

19.3.2.2.9.0.5(687) Given a sink and a dishpan (or a double sink), a dishcloth, a scouring pad, a bottle of dishwashing detergent, a drainboard, a dish drainer, two dirty pots, and two dirty pans, the student will, to the satisfaction of the teacher, wash the pots and pans by filling the dishpan at least 1/2 full of warm water, adding an appropriate amount of detergent, scouring and rinsing the pots and pans, and placing them on the drainer.

This objective is mastered when the student:

1. Turns on water ___
2. Adjusts water to medium temperature ___
3. Fills dishpan (or one side of double sink) at least 1/2 full of water ___
4. Adds an appropriate amount of detergent to water ___
5. Scours pots ___
6. Scours pans ___
7. Rinses pots ___
8. Rinses pans ___
9. All soap removed ___
10. Both pots clean ___
11. Both pans clean ___
12. Places pots and pans on drainer ___
13. Empties dishpan and/or drains sink ___
14. Turns off water ___

TABLE SETTING AND CLEARING

19.3.2.2.10.0.1(688) Given a food scraper, a waste container, dishes with scraps of food on them, and a sink, the student will, to the satisfaction of the teacher, scrape the dishes clean by carrying the used dishes to a designated area and scraping any remaining food and pouring any remaining liquid into the designated waste container.

This objective is mastered when the student:

1. Carries dishes to designated area ___
2. Uses scraper to remove food particles ___
3. Disposes of scraps in waste container ___
4. Does not spill food ___
5. Does not eat waste ___
6. Pours beverage remains in sink ___
7. Does not spill beverage ___
8. Does not drink beverage ___

19.3.2.2.10.0.2(689) Given dirty dishes on a table with two people seated at it, the student will, to the satisfaction of the teacher, clear the table by removing the dirty dishes from the right side of each person.

This objective is mastered when the student:

1. Removes dishes from right hand side of first person ___
2. Removes dishes from right hand side of second person ___
3. Removes appropriate number of dishes at a time ___
4. Does not drop or spill food scraps ___
5. Does not drop dishes ___

19.3.2.2.10.0.3(690) Given a damp dishcloth, a dry cloth, and a table with bread crumbs and food spills on it, the student will, to the satisfaction of the teacher, clean the table by wiping the bread crumbs and food spills from the table, rinsing the cloth, washing the table clean, and drying the table surface.

This objective is mastered when the student:

1. Wipes table using damp cloth ___
2. Cleans table of crumbs ___
3. Wipes crumbs into hand or inside cloth (not on floor) ___
4. Rinses cloth ___
5. Washes table clean of food spills ___
6. Dries table using dry cloth ___

19.3.2.2.10.0.4(691) Given seven different food items to serve to two people, the student will, to the satisfaction of the teacher, serve to the left of each person the foods and beverages in this order: water for each, soup for each, salad for each, main dish for each (meat and vegetable), dessert for each, and coffee for each.

This objective is mastered when the student:

1. Serves person #1 without spilling or dropping:

Water ___
Soup ___
Salad ___
Main Dish ___
Dessert ___
Coffee ___

2. Serves person #2 without spilling or dropping:

Water ___
Soup ___
Salad ___
Main Dish ___
Dessert ___
Coffee ___

3. Serves in correct order ___

4. Serves to left of each person ___

19.3.2.2.10.0.5(692) Given a table, two chairs, two plates, two knives, two forks, two spoons, two napkins, two glasses, and two cups and saucers, the student will, to the satisfaction of the teacher, set the table by placing a plate on the table in front of each chair, placing a fork to the left of each plate, placing a napkin to the left of each fork, placing a knife to the right of each plate (with the blade facing to the left), placing a spoon to the right of the knife, placing a glass at the tip of each knife, and placing a cup and saucer to the right of each spoon.

This objective is mastered when the student:

1. Sets place setting I:

Plate in front of chair ___
Fork to left of plate ___
Napkin to left of fork ___
Knife to right of plate ___
Blade facing to left ___
Spoon to right of knife ___
Glass at tip of knife ___
Cup and saucer to right of spoon ___

2. Sets place setting II:

Plate in front of chair ___
Fork to left of plate ___
Napkin to left of fork ___
Knife to right of plate ___
Blade facing to left ___
Spoon to right of knife ___
Glass at tip of knife ___
Cup and saucer to right of spoon ___

SORTING, WASHING, AND DRYING CLOTHES

19.3.2.2.11.0.1(693) Given a load of freshly washed clothes in a washing machine, and an electric clothes dryer, the student will, to the satisfaction of the teacher, dry the clothes by removing the articles from the washer, one at a time, shaking them out, putting them into the dryer, adjusting the dryer to the proper setting, turning on the dryer, checking the clothes for dryness at the end of the drying cycle, and removing the clothes when they are dry.

This objective is mastered when the student:

1. Takes article of clothing from washer (one at a time) ___
2. Shakes out article ___
3. Places article in dryer ___
4. Repeats numbers 1-3 for each article ___
5. Adjusts dryer to proper setting ___
6. Turns on dryer ___
7. Checks clothes for dryness after drying cycle is completed ___
8. Removes clothes when they are dry ___

19.3.2.2.11.0.2(694) Given an automatic washer, washing detergent, and a load of colored clothes to be washed, the student will, to the satisfaction of the teacher, wash the clothes by adjusting the washer controls to the correct setting, depositing the clothes in the washer, engaging the control to fill the machine with water, adding the correct amount of washing detergent, and closing the machine.

This objective is mastered when the student:

1. Adjusts washer control to setting for colored clothes ___
2. Deposits clothes in washer ___
3. Engages control to begin filling machine with water ___
4. Adds correct amount of washing detergent ___
5. Closes machine ___

19.3.2.2.11.0.3(695) Given an automatic washer, washing detergent, and a load of white clothes to be washed, the student will, to the satisfaction of the teacher, wash the clothes by adjusting the washer controls to the cold water setting, depositing the clothes in the washer, engaging the control to fill the machine with water, adding the correct amount of washing detergent, and closing the machine.

This objective is mastered when the student:

1. Adjusts washer control to cold water setting ___
2. Deposits clothes in washer ___
3. Engages control to begin filling machine with water ___
4. Adds correct amount of washing detergent ___
5. Closes machine ___

19.3.2.2.11.0.4(696) Given a washing machine which contains a filter full of lint and a brush, the student will, to the satisfaction of the teacher, clean the filter by removing it from the machine, brushing the filter until all lint is removed, and returning the filter to its proper position in the machine.

This objective is mastered when the student:

1. Removes filter from machine ___
2. Brushes filter ___
3. Removes all lint from filter ___
4. Replaces filter correctly in machine ___

19.3.2.2.11.0.5(697) Given an assortment of clothes to be washed (white and colored wash-and-wear, and white and colored regular fabric), the student will, to the satisfaction of the teacher, sort the clothes by placing them in four piles according to color and type of fabric.

This objective is mastered when the student:

1. Sorts clothes into four piles ___
2. Places white wash-and-wear together ___
3. Places white regular-type fabric together ___
4. Places colored wash-and-wear together ___
5. Places colored regular-type fabric together ___

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.2.11.0.6(698) Given a bag of clothespins, a clothesline (set up for hanging clothes), and a basket of damp clothes containing two sheets, three pairs of socks, two pairs of dungarees, and three towels, the student will, to the satisfaction of the teacher, hang the clothes on the line by properly pinning each garment securely to the line.

This objective is mastered when the student:

1. Opens pins correctly ___
2. Pins towels correctly ___
3. Pins sheets correctly ___
4. Pins socks correctly ___
5. Pins dungarees correctly ___
6. Hangs clothes securely ___
7. Does not drag clothes on ground ___
8. Does not drop clothes on ground ___

19.3.2.2.11.0.7(699) Given a washpan of warm, soapy water, a washpan of clean water, a basket, and an assortment of four pieces of clothing which require hand washing, the student will, to the satisfaction of the teacher, wash the clothes by placing the clothes, one at a time, in the soapy water, washing each piece until all visible dirt has been removed, squeezing the soapy water out of each piece, rinsing each piece in the pan of clean water until all soap and dirt have been removed, wringing each piece by hand until all the excess water has been removed, and placing each piece in the basket.

This objective is mastered when the student:

1. Places clothing in soapy water ___
2. Forces soapy water through all areas of clothing using agitating motion ___
3. Rubs soiled areas of clothing together gently ___
4. All visible dirt removed from clothing ___
5. Squeezes excess soapy water from clothing ___
6. Places clothing in rinse water ___
7. Forces clean water through clothing using up and down motion ___
8. Removes all soap from clothing ___
9. Wrings excess water from clothing gently ___
10. Places clothing in basket after wringing ___
11. Washes and rinses clothing without excess spilling ___
12. Repeats numbers 1-11 for second article of clothing ___
13. Repeats numbers 1-11 for third article of clothing ___
14. Repeats numbers 1-11 for fourth article of clothing ___

BEDMAKING

19.3.2.2.12.0.1(700) Given a double bed, a fitted mattress pad, and a fitted bottom sheet, the student will, to the satisfaction of the teacher, put the mattress pad and then the bottom sheet (right-side-up) smoothly on the bed so that they are fitted and tucked in firmly at the corners and sides of the mattress.

This objective is mastered when the student:

1. Places mattress pad on bed (right-side-up) ___
2. Secures corners of mattress pad under corners of mattress ___
3. Tucks sides and ends of pad firmly under mattress (if appropriate) ___
4. Top of mattress pad smooth ___
5. Places bottom sheet on bed (right-side-up) ___
6. Secures corners of bottom sheet under corners of mattress ___
7. Tucks sides and ends of bottom sheet firmly under mattress ___
8. Top of fitted bottom sheet smooth ___

19.3.2.2.12.0.2(701) Given a double bed with a mattress pad, a fitted bottom sheet, a flat top sheet, and a blanket in proper position, two pillows, and two pillow cases, the student will, to the satisfaction of the teacher, put each pillow inside a pillow case so that the pillow touches the bottom of the pillow case with the sides of the pillow adjacent to the seams of the pillow case and place the pillows in the proper position at the head of the bed.

This objective is mastered when the student:

1. Puts pillow inside pillow case ___
2. Pillow touches bottom of pillow case ___
3. Sides of pillow adjacent to seams of pillow case ___
4. Positions pillow parallel to top of mattress ___
5. Pillow case smooth ___
6. Repeats numbers 1-5 for second pillow ___

19.3.2.2.12.0.3(702) Given a double bed with a mattress pad and bottom sheet in the proper position, a flat top sheet, and a flat blanket, the student will, to the satisfaction of the teacher, put the top sheet and then the blanket (right-side-up) smoothly on the bed so that the sides are even and the bottoms are tucked firmly under the foot of the mattress.

This objective is mastered when the student:

1. Places top flat sheet on bed (right-side-up) ___
2. Places top of sheet within one foot of head of mattress ___
3. Sides of top sheet hang evenly over both sides of mattress ___
4. Tucks bottom of top sheet firmly under foot of mattress ___
5. Top sheet smooth ___
6. Places blanket on bed (right-side-up) ___
7. Places top of blanket within one foot of head of mattress ___
8. Sides of blanket hang evenly over both sides of mattress ___
9. Tucks bottom of blanket firmly under foot of mattress ___
10. Blanket smooth ___

19.3.2.2.12.0.4(703) Given a double bed with a mattress pad, a fitted bottom sheet, a flat top sheet, a blanket and two pillows in the proper position, and a bedspread, the student will, to the satisfaction of the teacher, put the spread (right-side-up) smoothly on the bed so that the sides and bottom are even and the top of the spread completely covers the pillows, with any excess spread tucked under the pillows.

This objective is mastered when the student:

1. Places spread on bed (right-side-up) ___
2. Both sides and bottom of spread hang evenly over bed ___
3. Covers top of pillows completely with top of spread ___
4. Tucks excess spread under pillows ___
5. Bedspread smooth ___

19.3.2.2.12.0.5(704) Given a double bed, a fitted mattress pad, a fitted bottom sheet, a flat top sheet, a blanket, a bedspread, two pillows, and two pillow cases, the student will, to the satisfaction of the teacher, make the bed by properly placing the mattress pad, sheets, blanket, pillows, and spread on the bed in the correct order.

This objective is mastered when the student:

1. Places mattress pad on bed (right-side-up) ___
2. Secures corners of mattress pad under corners of mattress ___
3. Tucks sides and ends firmly under mattress (if appropriate) ___
4. Mattress pad smooth ___
5. Places bottom sheet on bed (right-side-up) ___
6. Secures corners of bottom sheet under corners of mattress ___
7. Tucks sides and ends of bottom sheet firmly under mattress ___
8. Fitted bottom sheet smooth ___
9. Places top flat sheet on bed (right-side-up) ___
10. Places top of sheet within one foot of head of mattress ___
11. Sides of top sheet hang evenly over both sides of mattress ___
12. Tucks bottom of top sheet firmly under foot of mattress ___
13. Top sheet smooth ___
14. Places blanket on bed (right-side-up) ___
15. Places top of blanket within one foot of head of mattress ___
16. Sides of blanket hang evenly over both sides of mattress ___
17. Tucks bottom of blanket firmly under foot of mattress ___
18. Blanket smooth ___
19. Puts pillows inside pillow cases ___
20. Pillows touch bottom of pillow cases ___
21. Sides of pillows adjacent to seams of pillow cases ___
22. Positions pillows parallel to top of mattress ___
23. Pillow cases smooth ___
24. Places spread on bed (right-side-up) ___
25. Both sides and bottom of spread hang evenly over bed ___
26. Covers top of pillows completely with top of spread ___
27. Tucks excess spread under pillows ___
28. Bedspread smooth ___

OCCUPATIONAL
DOMESTIC SERVICE

IRONING AND STORAGE OF CLOTHING

19.3.2.2.13.0.1(705) Given a folded dishcloth, a folded sheet, a folded tea towel, a hot pad, and a designated storage area, the student will, to the satisfaction of the teacher, put these articles away in their proper storage area without wrinkling, unfolding, or dropping them.

This objective is mastered when the student:

1. Carries items to storage area ___
2. Places items in storage area ___
3. Does not wrinkle or unfold items ___
4. Does not drop items ___

19.3.2.2.13.0.2(706) Given a pair of socks, a long-sleeved sweater, a T-shirt, a towel, and a sheet, the student will, to the satisfaction of the teacher, fold these articles neatly.

This objective is mastered when the student:

1. Folds pair of socks neatly ___
2. Folds sweater neatly ___
3. Folds T-shirt neatly ___
4. Folds towel neatly ___
5. Folds sheet neatly ___

19.3.2.2.13.0.3(707) Given a steam iron (plugged in and properly set), an ironing board, a handkerchief, an apron, a long-sleeved blouse, and a pair of pants, the student will, to the satisfaction of the teacher, iron each piece of clothing until the wrinkles are removed.

This objective is mastered when the student:

	HANDKERCHIEF	APRON	LONG-SLEEVED BLOUSE	PANTS
1. Irons	___	___	___	___
2. Wrinkles removed	___	___	___	___
3. Does not scorch	___	___	___	___

4. Does not burn self ___

SEWING AND MENDING BY HAND

19.3.2.2.14.0.1(708) Given ten basic sewing tools (shears, scissors, needle, thread, pins, measuring tape, thimble, seam ripper, pattern, and seam gauge), the student will, with 100% accuracy, touch the correct tool as each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Pins, scissors, thimble, pattern, seam gauge, thread, needle, shears, measuring tape, seam ripper)

1. "Touch the thimble." ___
2. "Touch the needle." ___
3. "Touch the pattern." ___
4. "Touch the seam gauge." ___
5. "Touch the pins." ___
6. "Touch the scissors." ___
7. "Touch the thread." ___
8. "Touch the seam ripper." ___
9. "Touch the measuring tape." ___
10. "Touch the shears." ___

19.3.2.2.14.0.2(709) Given ten basic sewing tools (shears, scissors, needle, thread, pins, measuring tape, thimble, seam ripper, pattern, and seam gauge), the student will, to the satisfaction of the teacher, demonstrate the proper use of each tool when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Show me how to use the pattern." ___
2. "Show me how to use these pins." ___
3. "Show me how to use the needle." ___
4. "Show me how to use the thread." ___
5. "Show me how to use the thimble." ___
6. "Show me how to use the scissors." ___
7. "Show me how to use the measuring tape." ___
8. "Show me how to use the seam gauge." ___
9. "Show me how to use the shears." ___
10. "Show me how to use the seam ripper." ___

19.3.2.2.14.0.3(710) Given a thimble, a pair of scissors, a scrap of material, and a threaded needle, the student will, to the satisfaction of the teacher, sew five basting stitches by placing the thimble on the third finger of the sewing hand, pushing the needle through the material with the thimble, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand ___
2. Pushes needle through material with thimble ___
3. Sews baste stitch ___
4. Sews 5 basting stitches ___
5. Secures stitches with knot ___
6. Cuts thread with scissors ___

19.3.2.2.14.0.4(711) Given a garment with a hole in it, pins, an iron-on patch, an iron (plugged in and set at the correct setting), and an ironing board, the student will, to the satisfaction of the teacher, patch the hole by attaching the patch with the pins to completely cover the hole, ironing over the patch until it is secured to the garment, and removing the pins from the garment.

This objective is mastered when the student:

1. Places patch over hole ___
2. Pins patch over hole ___
3. Completely covers hole ___
4. Places garment on ironing board ___
5. Irons over patch ___
6. Fastens patch securely ___
7. Removes pins ___

19.3.2.2.14.0.5(712) Given a needle, a spool of thread, and a pair of scissors, the student will, to the satisfaction of the teacher, thread the needle by cutting off a sufficient amount of thread, directing one end of the thread into the eye of the needle, pulling the thread through, and securing one end of the thread with a knot.

This objective is mastered when the student:

1. Cuts appropriate length of thread ___
2. Directs end of thread into eye of needle ___

3. Pulls thread through leaving sufficient amount of thread on each side of eye ___
4. Secures one end of thread with knot ___

19.3.2.2.14.0.6(713) Given a 1" four-holed button, a threaded needle, a pair of scissors, a thimble, and a scrap of material, the student will, to the satisfaction of the teacher, sew the button onto the material by placing the thimble on the third finger of the sewing hand, directing the needle into alternate holes using an up and down motion to attach the button to the material, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand ___
2. Directs needle into holes ___
3. Uses up and down motion ___
4. Alternates holes ___
5. Secures button to material ___
6. Secures stitches with knot ___
7. Cuts thread with scissors ___

19.3.2.2.14.0.7(714) Given a four-holed 1/2" snap, a threaded needle, a pair of scissors, a thimble, and a scrap of material, the student will, to the satisfaction of the teacher, sew the snap onto the material by placing the thimble on the third finger of the sewing hand, directing the needle into alternate holes using an up and down motion to attach the snap to the material, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand ___
2. Directs needle into holes ___
3. Uses up and down motion ___
4. Alternates holes ___
5. Secures snap to material ___
6. Secures stitches with knot ___
7. Cuts thread with scissors ___

19.3.2.2.14.0.8(715) Given a thimble, a pair of scissors, a scrap of material, and a threaded needle, the student will, to the satisfaction of the teacher, sew five overcast stitches by placing the thimble on the third finger of the sewing hand, stitching along the edge of the material, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand ___
2. Pushes needle through material with thimble ___
3. Sews along edge of material ___
4. Sews with overcast stitch ___
5. Sews 5 overcast stitches ___
6. Makes even stitching line ___
7. Secures stitches with knot ___
8. Cuts thread with scissors ___

19.3.2.2.14.0.9(716) Given a thimble, a pair of scissors, a scrap of material, and a threaded needle, the student will, to the satisfaction of the teacher, sew five backstitches by placing the thimble on the third finger of the sewing hand, pushing the needle through the material with the thimble, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

1. Places thimble on third finger of sewing hand ___
2. Pushes needle through material with thimble ___
3. Sews backstitch ___
4. Sews 5 backstitches ___
5. Secures stitches with knot ___
6. Cuts thread with scissors ___

19.3.2.2.14.0.10(717) Given a garment to be hemmed, a seam gauge, straight pins, a pair of scissors, a threaded needle, and a thimble, the student will, to the satisfaction of the teacher, hem the garment by measuring a two-inch hem, securing the hem with the pins, placing the thimble on the third finger of the sewing hand, hemming the garment with a correct hem stitch, securing the stitches by tying a knot, cutting the thread with the scissors, and removing the pins from the hem.

This objective is mastered when the student:

1. Measures 2" hem all around ___
2. Secures hem with straight pins ___
3. Places thimble on third finger of sewing hand ___
4. Sews hem with proper hem stitch ___
5. Secures hem ___
6. Secures stitches with knot ___
7. Cuts thread with scissors ___
8. Removes pins ___

19.3.2.2.14.0.11(718) Given a garment with a seam that needs to be mended, a threaded needle, straight pins, a pair of scissors, and a thimble, the student will, to the satisfaction of the teacher, mend the seam by securing the seam with the pins, placing the thimble on the third finger of the sewing hand, using a proper mending stitch to secure the seam, securing the stitches by tying a knot, cutting the thread with the scissors, and removing the pins from the garment.

This objective is mastered when the student:

1. Secures seam with pins ___
2. Places thimble on third finger of sewing hand ___
3. Uses proper mending stitch ___
4. Mends seam ___
5. Secures stitches with knot ___
6. Cuts thread with scissors ___
7. Removes pins ___

SEWING AND MENDING BY MACHINE

19.3.2.2.15.0.1(719) Given a sewing machine, the student will, with 100% accuracy, touch the correct area of the sewing machine in response to specific teacher questions about the function of sewing machine parts.

This objective is mastered when the student responds correctly to each of the requests below:

"Where do you place the bobbin to wind it?"
1. Touches bobbin wind thread post ___

"Where do you place the bobbin to sew?"
2. Touches bobbin case ___

"Where do you put the spool of thread?"
3. Touches spool pin ___

"How do you make the machine go forward?"
4. Pushes stitch length selector to forward; touches presser foot ___

"How do you make the machine go backward?"
5. Pushes stitch length selector to reverse; touches presser foot ___

"Where do you place the material to sew?"
6. Touches under presser foot / ___

"What do you use to make the machine go?"
7. Touches speed control and power switch ___

19.3.2.2.15.0.2(720) Given a simple pre-cut pattern, straight pins, material, a pair of scissors, and a cutting board, the student will, to the satisfaction of the teacher, use the pattern by placing the material and pattern on the cutting board, pinning the pattern on the material correctly, and cutting completely around the pattern, staying within 1/4" of the edge of the pattern.

This objective is mastered when the student:

1. Places material on cutting board ___
2. Places pattern on material ___
3. Secures pattern to material by pinning along edges ___
4. Uses scissors and cuts along pattern ___
5. Cuts within 1/4" of edge of pattern ___
6. Cuts out complete pattern ___

19.3.2.2.15.0.3(721) Given a sewing machine and a new sewing machine needle, the student will, to the satisfaction of the teacher, change the sewing machine needle by removing the old needle and replacing it with the new sewing machine needle.

This objective is mastered when the student:

1. Removes sewing machine needle ___
2. Positions new needle correctly ___
3. Secures new needle in slot ___

19.3.2.2.15.0.4(722) Given a sewing machine, an empty bobbin, a spool of thread, and a diagram, the student will, to the satisfaction of the teacher, wind the bobbin by placing the bobbin and spool of thread in the appropriate places according to the diagram and winding the bobbin until it is full.

This objective is mastered when the student:

1. Places empty bobbin in correct place ___
2. Places spool of thread in correct place ___
3. Follows diagram to place thread correctly ___
4. Winds bobbin until full ___

19.3.2.2.15.0.5(723) Given two pieces of material, straight pins, a threaded bobbin, and a sewing machine, the student will, to the satisfaction of the teacher, sew the material into a seam by pinning the material together so that the edges are even, sewing a straight seam, securing the seam with a reverse stitch, cutting the thread, and removing the pins from the material.

This objective is mastered when the student:

1. Pins two pieces of material together correctly so edges of material are even ___
2. Places material under presser foot ___
3. Puts presser foot down ___
4. Starts machine in forward ___
5. Sews to end of seam ___
6. Guides material along guideline on throat plate ___
7. Sews straight seam ___
8. Secures seam with approximately five reverse stitches ___
9. Cuts thread ___
10. Removes material from under presser foot ___
11. Removes pins from material ___

19.3.2.2.15.0.6(724) Given a sewing machine, a threaded bobbin, a spool of thread, and a diagram, the student will, to the satisfaction of the teacher, thread the machine by positioning the bobbin and the spool of thread in their proper places and following the diagram to completely thread the machine.

This objective is mastered when the student:

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1. Places bobbin in correct place ___
2. Places spool of thread in correct place ___
3. Places thread in correct places by sequentially following diagram ___
4. Threads machine completely ___

YARDWORK AND MAINTENANCE

PET MAINTENANCE

19.3.2.3.1.0.1(725) Given a dog, a bag of dry dog food, a spoon, a feeding dish, a water dish, and a pitcher of water, the student will, to the satisfaction of the teacher, feed and water the dog by pouring an appropriate amount of dog food and water into the feeding dish, mixing it, pouring a proper amount of water into the water dish, and placing the feeding and water dishes in an area accessible to the dog.

This objective is mastered when the student:

1. Opens bag of dog food ___
2. Pours dry dog food into feeding dish ___
3. Uses appropriate amount of food ___
4. Closes bag of dog food ___
5. Pours water from pitcher over food ___
6. Uses proper amount of water ___
7. Mixes food and water with spoon ___
8. Pours water into water dish ___
9. Places food and water dishes in area accessible to dog ___
10. Does not spill water or dog food ___

19.3.2.3.1.0.2(726) Given a fish bowl that needs cleaning, a plastic dishpan filled with soapy water, a washing rag, a sink, and fish food, the student will, to the satisfaction of the teacher, clean the fish bowl by pouring the dirty water from the bowl, washing the bowl with soapy water, rinsing the bowl until all the soap and dirt are removed, drying the bowl, filling the bowl with a proper amount of clean water (room temperature), and adding an appropriate amount of fish food.

This objective is mastered when the student:

1. Pours water from bowl into sink ___
2. Holds bowl securely ___
3. Washes inside and outside of bowl with rag and soapy water ___
4. Bowl is free of all visible dirt ___
5. Turns on water ___
6. Rinses inside and outside of bowl ___
7. Bowl is free of all visible soap ___

8. Dries outside of bowl ____
9. Pours clean water in bowl ____
10. Pours room temperature water in bowl ____
11. Uses appropriate amount of water ____
12. Turns off water ____
13. Puts animal food in bowl ____
14. Uses appropriate amount of food ____
15. Does not spill water ____

19.3.2.3.1.0.3(727) Given a dirty cage, wood chips, a source of water, cleaning agent, a brush, two pails, a rag, some newspaper, and animal food, the student will, to the satisfaction of the teacher, clean the animal cage by removing all dirty materials from inside and under the cage, preparing a pail of soapy water and a pail of clean water, washing, rinsing, and drying the cage, and placing clean food and materials inside and under the cage.

This objective is mastered when the student:

1. Prepares cage for cleaning (e.g., removing bottom of cage if necessary) ____
2. Removes dirty materials from under and inside cage ____
3. Prepares pail of soapy water ____
4. Prepares pail of clean water ____
5. Washes inside and outside of cage with soapy water ____
6. Cage is free of all visible dirt ____
7. Rinses inside and outside of cage ____
8. Cage is free of all visible soap ____
9. Dries inside and outside of cage thoroughly with rag ____
10. Reassembles cage (if necessary) ____
11. Places clean newspaper under cage ____
12. Places new wood chips in bottom of cage ____
13. Places food in feeder ____
14. Uses appropriate amount of food ____
15. Places water in dish ____
16. Uses appropriate amount of water ____
17. Does not spill food or water ____

19.3.2.3.1.0.4(728) Given a dog, a pet brush, and a trash container, the student will, to the satisfaction of the teacher, remove the loose hair and tangles from all hairy areas of the dog by picking up the brush, placing the bristles of the brush on the dog, gently pulling the pet brush in the direction of the hair growth, repeating this procedure until all the hair is smooth, removing the hair from the pet brush when needed, and placing this hair in the trash container.

This objective is mastered when the student:

1. Picks up brush ___
2. Places bristles of brush on dog ___
3. Brushes in direction of hair growth ___
4. Brushes gently ___
5. Brushes to end of hair strands ___
6. Brushes all hair on dog ___
7. Removes tangles and loose hair from dog ___
8. Removes hair from pet brush ___
9. Places loose hair in trash container ___

19.3.2.3.1.0.5(729) Given a dog, a washtub half-filled with warm, soapy water, a brush for scrubbing animals, a washtub half-filled with clean, warm water, and a large towel, the student will, to the satisfaction of the teacher, wash the dog by placing him in the tub of soapy water, scrubbing him gently with the brush, until he is clean, placing him in the tub of clean water, rinsing him until all soap and dirt are removed, removing him from the tub, and drying him with the towel.

This objective is mastered when the student:

1. Places dog in tub of warm soapy water ___
2. Grasps scrub brush ___
3. Scrubs dog gently with brush ___
4. Uses care around eyes and nose ___
5. Dog is free of all visible dirt ___
6. Removes dog from tub of soapy water ___
7. Places dog in tub of clean warm water ___
8. Pours water on dog ___
9. Dog is free of all visible soap ___
10. Removes dog from water ___

11. Dries dog immediately ___ 12. All areas of dog dry ___

13. Holds dog firmly while washing, rinsing, and drying ___

CAR MAINTENANCE

19.3.2.3.2.0.1(730) Given a car, a pail of soapy water, a sponge, a hose attached to a faucet, dry rags, a container of window cleaner, and a brush, the student will, to the satisfaction of the teacher, wash the car by rinsing the car with water, scrubbing the outside surface from top to bottom, scouring the tires, cleaning the windows, rinsing the entire car from top to bottom, and wiping the car thoroughly with rags until it is clean and dry.

This objective is mastered when the student:

1. Turns on water ___
2. Rinses car ___
3. Scrubs outside surface with soapy sponge ___
4. Scrubs from top to bottom ___
5. Scours tires with brush ___
6. Rinses entire car with hose ___
7. Outside surface of car free of all visible dirt ___
8. Outside surface of car free of all visible soap ___
9. Turns off water ___
10. Uses rags to dry car thoroughly ___
11. Outside surface of car free of all visible moisture ___
12. Cleans outside of windows with window cleaner ___
13. Outside of windows free of all visible dirt ___

19.3.2.3.2.0.2(731) Given a car, a vacuum cleaner, a pail of soapy water, a hose, rags, a cheese cloth, a container of window cleaner, and a waste container, the student will, to the satisfaction of the teacher, clean the inside of the car by emptying the ashtrays, washing, rinsing, and drying the floor mats, washing, rinsing, and drying the windows, wiping the upholstery and dashboard, and vacuuming the floor and seats of the car.

This objective is mastered when the student:

1. Removes ashtrays from car ___
2. Empties ashtrays into waste container ___
3. Replaces ashtrays in car ___
4. Removes floor mats ___
5. Dampens rag with soapy water ___
6. Washes floor mats ___
7. Rinses floor mats with hose ___
8. Floor mats free of all visible dirt and soap ___
9. Dries floor mats ___
10. Floor mats free of all visible moisture ___
11. Sprays cleaner on windows (small area at a time) ___
12. Wipes windows with cheese cloth ___
13. Windows free of all visible dirt, cleaner, and streaks ___
14. Dampens cloth in clean water ___
15. Wipes vinyl upholstery with damp cloth ___
16. Vinyl upholstery free of all visible dirt ___
17. Wipes entire dash with damp cloth ___
18. Dash free of all visible dirt ___
19. Vacuums upholstery of the entire car ___
20. Upholstery free of all visible dirt ___
21. Vacuums floor ___
22. Floor free of all visible dirt ___
23. Replaces mats in car ___

19.3.2.3.2.0.3(732) Given a container of car wax, two clean cloths, and a clean car to be waxed, the student will, to the satisfaction of the teacher, wax the car by opening the wax container, taking an appropriate amount of wax onto one cloth, spreading the wax across the entire body of the car, a small area at a time, letting the wax dry according to the directions, and polishing the car until all the haze is removed.

This objective is mastered when the student:

1. Opens wax container ___
2. Takes appropriate amount of wax onto one cloth ___
3. Spreads wax evenly across entire body of car (small area at time) ___
4. Lets wax dry ___

5. Closes wax container ___
6. Takes clean cloth ___
7. Polishes car ___
8. Uses circular motions ___
9. Removes all haze ___

GROUNDSKEEPING

19.3.2.3.3.0.1(733) Given a garbage can and a 10' x 10' section of ground littered with trash, the student will, to the satisfaction of the teacher, clean up the grounds by picking up the trash and placing it in the can until the entire area is free of trash.

This objective is mastered when the student:

1. Picks up trash ___
2. Places trash in can ___
3. Repeats numbers 1 and 2 for remaining trash ___
4. Entire area free of all visible trash ___

19.3.2.3.3.0.2(734) Given a shrub, a large piece of burlap, a ball of twine, and a pair of scissors, the student will, to the satisfaction of the teacher, cover the shrub by placing the burlap over the plant and securing the burlap around the base of the plant with the twine.

This objective is mastered when the student:

1. Places burlap over shrub ___
2. Wraps twine around burlap at base of shrub ___
3. Secures burlap at base of shrub ___
4. Cuts twine with scissors ___
5. Covers shrub securely ___

19.3.2.3.3.0.3(735) Given a rake, a bushel basket, and a 10' x 10' section of ground covered with leaves, the student will, to the satisfaction of the teacher, rake the leaves by gathering them into a pile with the rake, using short sweeping motions, scooping the leaves into the basket, and repeating this procedure until the entire section is free of leaves.

This objective is mastered when the student:

1. Picks up rake ___
2. Rakes with short sweeping motions ___
3. Gathers leaves into pile(s) with rake ___
4. Scoops leaves into basket with hands or rake ___
5. Repeats numbers 2-4 for remaining leaves ___
6. Entire area free of all visible leaves ___

19.3.2.3.3.0.4(736) Given a hand lawnmower and a 10' x 10' section of overgrown grass, the student will, to the satisfaction of the teacher, mow the grass by pushing the mower in a straight line to the end of the section, turning it around, returning over the overgrown grass, and repeating this procedure until the entire section is free of overgrown grass.

This objective is mastered when the student:

1. Pushes mower ___
2. Pushes in straight line ___
3. Pushes mower to end of 10' x 10' section ___
4. Turns mower around ___
5. Returns on overgrown grass ___
6. Repeats numbers 1-5 for remaining area ___
7. Entire 10' x 10' section free of overgrown grass ___
8. Does not injure self or others with mower ___

19.3.2.3.3.0.5(737) Given a wheelbarrow and a 3' x 3' section of ground covered with weeds, the student will, to the satisfaction of the teacher, remove the weeds by grasping the bottom of each weed, pulling and removing the entire weed (roots included) from the ground, placing it in the wheelbarrow, and repeating this procedure until the entire area is free of weeds.

This objective is mastered when the student:

1. Grasps weed at bottom ___
2. Pulls weed ___

3. Removes weed (including roots) from ground ___
4. Places weed in wheelbarrow ___
5. Repeats numbers 1-4 for remaining weeds ___
6. Entire area free of all visible weeds ___
7. Does not remove plants that are not weeds ___

19.3.2.3.3.0.6(738) Given a five foot section of walkway overgrown with grass, an edger, and a wheelbarrow, the student will, to the satisfaction of the teacher, edge the walkway by placing the edger approximately one inch from the side of the walkway, pushing the edger down with his foot to loosen the grass, removing the grass and placing it in the wheelbarrow, and repeating this procedure until the entire walkway is free of overgrown grass.

This objective is mastered when the student:

1. Places edger approximately 1" from side of walkway ___
2. Pushes down on edger with foot ___
3. Loosens grass ___
4. Removes grass ___
5. Places grass in wheelbarrow ___
6. Repeats numbers 1-5 for remainder of walkway ___
7. Entire walkway free of overgrown grass ___
8. Does not injure self with edger ___

19.3.2.3.3.0.7(739) Given a bush with dead parts, hand clippers, and a basket, the student will, to the satisfaction of the teacher, prune the bush by clipping the dead parts and placing them in the basket.

This objective is mastered when the student:

1. Picks up clippers ___
2. Cuts off dead part with clippers ___
3. Places dead part in basket ___
4. Repeats numbers 2 and 3 for all dead parts ___
5. Does not cut off live parts ___

PLANTING

19.3.2.3.4.0.1(740) Given an outdoor faucet, a watering can, and six seedling plants, the student will, to the satisfaction of the teacher, water the seedling plants by turning on the water faucet, filling the watering can to between one half and three-quarters of its capacity, and pouring an appropriate amount of water around each of the seedling plants.

This objective is mastered when the student:

1. Picks up watering can ___
2. Places can under water faucet ___
3. Turns on water ___
4. Fills can 1/2 to 3/4 full of water ___
5. Turns off water ___
6. Carries watering can to plants ___
7. Pours water on plants ___
8. Pours water on each plant ___
9. Pours acceptable amount of water on each plant ___

19.3.2.3.4.0.2(741) Given a spray-nozzle equipped hose attached to a faucet, and a 5' x 5' section of grass, the student will, to the satisfaction of the teacher, water the grass by turning on the water, spraying the water evenly over a small area at a time using a back and forth motion of the hose, and repeating this procedure until the entire section of grass is properly watered.

This objective is mastered when the student:

1. Turns on faucet ___
2. Turns on water to moderate force ___
3. Sprays water with back and forth motion of hose ___
4. Sprays water evenly ___
5. Sprays small area at a time ___
6. Repeats numbers 3-5 for remaining area ___
7. Does not over water ___
8. Turns off water ___

19.3.2.3.4.0.3(742) Given a five pound bag of fertilizer and a 5' x 5' section of grass, the student will, to the satisfaction of the teacher, fertilize the grass by scooping up a handful of fertilizer, sprinkling the fertilizer evenly over a small area of grass, and repeating this procedure until the 5' x 5' section is completely fertilized.

This objective is mastered when the student:

1. Scoops up handful of fertilizer ___
2. Sprinkles fertilizer over small area of grass ___
3. Spreads evenly ___
4. Repeats numbers 1-3 for remaining area ___
5. Sprinkles entire section with fertilizer ___
6. Does not excessively fertilize ___

19.3.2.3.4.0.4(743) Given a hoe and a 5' x 5' section of packed ground, the student will, to the satisfaction of the teacher, loosen the dirt by striking the ground and pulling the loose dirt until all of the ground in the 5' x 5' section has been loosened.

This objective is mastered when the student:

1. Picks up hoe ___
2. Strikes dirt with hoe ___
3. Pulls dirt loose ___
4. Uses short striking movements ___
5. Repeats numbers 2-4 for remaining area ___
6. Loosens dirt for entire area ___
7. Does not injure self or others with hoe ___

19.3.2.3.4.0.5(744) Given a shovel, a wheelbarrow filled with dirt, and a hole into which the dirt can be shovelled, the student will, to the satisfaction of the teacher, fill the hole by placing the shovel into the dirt, scooping up the dirt, placing it in the hole, and repeating this procedure until all of the dirt has been shovelled from the wheelbarrow.

This objective is mastered when the student:

1. Places shovel into dirt ___
2. Scoops up dirt ___
3. Places dirt in hole ___
4. Repeats numbers 1-3 until wheelbarrow is empty ___
5. Does not injure self or others with shovel ___

19.3.2.3.4.0.6(745) Given a spade, a marked 3' x 3' section of ground in which to dig, and a wheelbarrow in which to put the dirt, the student will, to the satisfaction of the teacher, dig a hole by pushing the spade down into the ground using his foot, scooping up the dirt, placing the dirt into the wheelbarrow, and repeating this procedure until a hole approximately one foot deep has been dug inside the marked section.

This objective is mastered when the student:

1. Holds spade ___
2. Pushes spade into ground using foot ___
3. Loosens dirt ___
4. Scoops up loosened dirt ___
5. Places dirt in wheelbarrow ___
6. Digs hole approximately one foot deep ___
7. Repeats numbers 1-6 for entire 3' x 3' area ___
8. Stays within boundaries ___
9. Does not injure self or others with spade ___

19.3.2.3.4.0.7(746) Given a wheelbarrow loaded with dirt, the student will, to the satisfaction of the teacher, wheel the dirt to a designated place 15 feet away and then dump the load of dirt out of the wheelbarrow.

This objective is mastered when the student:

1. Grabs wheelbarrow with both hands on handles ___
2. Lifts wheelbarrow slightly off ground ___
3. Pushes it toward designated place ___
4. Pushes wheelbarrow to designated place ___
5. Tips wheelbarrow to side or on its end ___
6. Empties dirt on ground ___

19.3.2.3.4.0.8(747) Given two seeds, a trowel, and a 3' x 3' section of prepared soil, the student will, to the satisfaction of the teacher, plant the seeds by scooping up a trowelful of soil, inserting one seed in the hole, using the trowel to cover the seed with soil, and repeating this procedure with the other seed, spacing the seeds approximately six inches apart.

This objective is mastered when the student:

1. Picks up trowel ___
2. Scoops up trowelful of soil ___
3. Inserts one seed in hole ___
4. Covers seed with soil using trowel ___
5. Repeats numbers 2-4 for second seed ___
6. Spaces seeds approximately 6" apart ___

19.3.2.3.4.0.9(748) Given a plant, a trowel, and a 3' x 3' section of prepared soil, the student will, to the satisfaction of the teacher, plant the plant by using the trowel to dig a hole large enough for the roots of the plant, placing the roots in the hole, and covering the roots with soil.

This objective is mastered when the student:

1. Picks up trowel ___
2. Digs hole large enough for roots of plant ___
3. Places roots in soil ___
4. Covers roots with soil using trowel ___

OCCUPATIONAL COMPETENCY

COMMERCIAL SERVICE

PERSONAL PUBLIC SERVICE

MISCELLANEOUS

19.3.3.1.1.0.1(749) Given a bag of groceries and a designated area for depositing the bag, the student will, to the satisfaction of the teacher, carry the bag and deposit it in the designated area.

This objective is mastered when the student:

1. Picks up bag ___
2. Carries bag to designated place ___
3. Does not drop bag ___
4. Does not drop any contents ___
5. Deposits bag in designated area ___

19.3.3.1.1.0.2(750) Given a building with numbered rooms, the student will, to the satisfaction of the teacher, walk to the room named by the teacher.

This objective is mastered when the student:

1. Walks to room named by teacher ___
2. Completes within appropriate amount of time ___

19.3.3.1.1.0.3(751) Given a request by the teacher to run an errand, the student will, to the satisfaction of the teacher, complete the errand according to the teacher's directions.

This objective is mastered when the student:

1. Begins errand ___
2. Performs errand ___
3. Completes errand ___
4. Completes errand correctly ___
5. Completes errand in appropriate amount of time ___

CUSTODIAL

19.3.3.1.2.0.1(752) Given a paper towel dispenser, a packet of paper towels, and a key to unlock the dispenser, the student will, to the satisfaction of the teacher, fill the paper towel dispenser by unlocking the dispenser, filling it with the packet of paper towels, and relocking the dispenser.

This objective is mastered when the student:

1. Inserts key in lock ___
2. Turns key to unlock dispenser ___
3. Opens dispenser ___
4. Places paper towels in dispenser ___
5. Does not drop towels ___
6. Closes dispenser ___
7. Turns key to lock dispenser ___
8. Removes key from dispenser ___

19.3.3.1.2.0.2(753) Given a new light bulb and a light fixture with a burned-out bulb, the student will, to the satisfaction of the teacher, change the light bulb by making sure the light fixture is turned off, unscrewing the old light bulb, screwing the new light bulb into the socket, and turning the light on and off to test it.

This objective is mastered when the student:

1. Turns off light ___
2. Unscrews old light bulb ___
3. Screws in new light bulb ___
4. Does not break old light bulb ___
5. Does not break new light bulb ___
6. Turns light switch on and off to test ___

19.3.3.1.2.0.3(754) Given a latch board with an open latch-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the latch, turning the latch until it clicks, pulling on the door to see if it is locked, then turning the latch until the latch lock clicks in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps latch ___ 2. Turns latch until lock clicks ___

3. Pulls on door to see if it is locked ___

(Unlocks)
4. Grasps latch ___ 5. Turns latch until lock clicks open ___

19.3.3.1.2.0.4(755) Given a latch board with an open chain-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the end of the chain, sliding the chain lock into the chain slot until it is securely in place, then sliding the chain from the chain slot until the chain lock is in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps end of chain ___ 2. Slides chain lock into chain slot ___

3. Continues to slide chain until firmly anchored ___

(Unlocks)

4. Grasps end of chain ___ 5. Slides chain until it is completely out of chain slot ___

19.3.3.1.2.0.5(756) Given a latch board with an open bolt-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the bolt, sliding the bolt into the slot, pressing the bolt downward, then pressing the bolt upward and sliding it out of the slot until the bolt is in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps knob on bolt ___ 2. Slides bolt into slot ___

3. Presses bolt down ___

(Unlocks)

4. Grasps knob on bolt ___
5. Pushes bolt up ___
6. Slides bolt out of slot ___

19.3.3.1.2.0.6(757) Given an unlocked door and its key, the student will, to the satisfaction of the teacher, lock and unlock the door by inserting the key in the keyhole, turning the key until the lock is engaged, pulling on the door to see if it is locked, then turning the key to release the lock, opening the door, and removing the key from the keyhole.

This objective is mastered when the student:

(Locks)

1. Inserts key ___
2. Turns key ___
3. Engages lock ___
4. Turns knob to see if door is locked ___

(Unlocks)

5. Turns key ___
6. Releases lock ___
7. Turns knob to open door ___
8. Opens door ___
9. Removes key from keyhole ___

19.3.3.1.2.0.7(758) Given three folding chairs and a storage rack, the student will, to the satisfaction of the teacher, store the chairs by collapsing each chair by bringing the seat and back of the chair together, carrying each chair to the storage rack, and placing each chair on the rack.

This objective is mastered when the student:

1. Places one hand on edge of seat ___
2. Places other hand on back of chair ___
3. Brings seat and back of chair together ___
4. Collapses chair completely ___

5. Does not endanger hands or fingers ___
6. Carries chair to rack ___
7. Places chair on rack ___
8. Places chair on rack correctly ___
9. Does not drop chair ___
10. Repeats numbers 1-9 for second chair ___
11. Repeats numbers 1-9 for third chair ___

ROOM ATTENDANT

19.3.3.1.3.0.1(759) Given a set of five numbered keys, the student will, to the satisfaction of the teacher, distribute three keys by handing the correct key to each of three persons requesting a specifically numbered key.

This objective is mastered when the student:

1. Picks up correct key for first person ___
2. Hands correct key to correct person ___
3. Repeats numbers 1 and 2 for second request ___
4. Repeats numbers 1 and 2 for third request ___

19.3.3.1.3.0.2(760) Given five numbered coats, three numbered tickets, and a designated place to put the tickets, the student will, to the satisfaction of the teacher, distribute each of the three coats by picking up the coat which matches the number on the ticket presented, handing the coat to the person presenting the ticket, and placing the ticket in the designated place.

This objective is mastered when the student:

1. Picks up coat matching numbered ticket ___
2. Hands correct person coat ___
3. Does not drop coat ___
4. Places ticket in designated place ___
5. Repeats numbers 1-4 for second ticket ___
6. Repeats numbers 1-4 for third ticket ___

CLERICAL SERVICE

STOCK HANDLING

19.3.3.2.1.0.1(761) Given a box of paper, a box of crayons, and a box of toys each placed in a separate storage area, the student will, to the satisfaction of the teacher, retrieve each box and carry it to the teacher.

This objective is mastered when the student:

	PAPER	TOYS	CRAYONS
1. Locates box	___	___	___
2. Picks up box	___	___	___
3. Carries box to teacher	___	___	___
4. Does not drop box	___	___	___

19.3.3.2.1.0.2(762) Given a box of paper, a box of crayons, and a box of toys, and a designated storage area for each box, the student will, to the satisfaction of the teacher, carry each box to, and place each box in, its designated storage area.

This objective is mastered when the student:

	PAPER	TOYS	CRAYONS
1. Picks up box	___	___	___
2. Carries box to storage area	___	___	___
3. Places box in correct storage area	___	___	___
4. Does not drop box	___	___	___

19.3.3.2.1.0.3(763) Given two sealed cardboard boxes with two objects in each box and a designated storage area for each object, the student will, to the satisfaction of the teacher, unpack the boxes by opening each sealed cardboard box, taking both objects out of each box, and placing each object in its designated storage area.

This objective is mastered when the student:

1. Breaks seal on box ___
2. Opens box ___
3. Takes out both objects ___
4. Places first object in correct storage area ___
5. Places second object in correct storage area ___
6. Does not drop objects ___
7. Repeats numbers 1-6 for second box ___

19.3.3.2.1.0.4(764) Given an empty cardboard box (approximately 1' x 1' x 2') placed on the floor, the student will, to the satisfaction of the teacher, pick up the box by bending over from the waist, grasping the box with both hands, extending to an erect position, carrying it to a designated place, and lowering it to the floor by bending over from the waist.

This objective is mastered when the student:

1. Bends at waist with arms extended ___
2. Bends knees slightly ___
3. Grasps box with both hands ___
4. Straightens to erect position while holding box ___
5. Carries box to designated place ___
6. Bends at waist ___
7. Places box on floor ___
8. Does not drop or damage box ___

19.3.3.2.1.0.5(765) Given a cardboard box (approximately 1' x 1' x 2') which weighs ten pounds and is placed on the floor, the student will, to the satisfaction of the teacher, pick up the box by bending at the knees, grasping the box with both hands, extending to an erect position, carrying it to a designated place, and lowering it to the floor by flexing his knees.

This objective is mastered when the student:

1. Bends at knees ___
2. Bends slightly at waist ___
3. Grasps box with both hands ___
4. Straightens to erect position while holding box ___
5. Carries box to designated place ___
6. Lowers box by bending at knees and holding waist fairly erect ___
7. Places box on floor ___
8. Does not drop or damage box ___

19.3.3.2.1.0.6(766) Given five boxes (approximately 1' x 1' x 2') stacked on the floor, a cart, and a designated storage area, the student will, to the satisfaction of the teacher, load and unload each box by lifting it from the floor, placing it on the cart, pushing the cart to the designated storage area, lifting each box from the cart, and placing each box in the designated storage area.

This objective is mastered when the student:

	BOX #1	BOX #2	BOX #3	BOX #4	BOX #5
1. Lifts box from floor	___	___	___	___	___
2. Places box on cart	___	___	___	___	___
3. Pushes cart to designated area	___				
4. Lifts box from cart	___	___	___	___	___
5. Places box in designated area	___	___	___	___	___
6. Does not drop boxes ___					

19.3.3.2.1.0.7(767) Given three boxes (approximately 1' x 1' x 2') stacked on the floor, a hand truck (dolly), and a designated storage area, the student will, to the satisfaction of the teacher, stack the boxes on the loading surface of the upright truck, tilt the truck back by pulling the handle(s) to the rear, move the boxes to the designated storage area, take the boxes off the hand truck, place the boxes in the designated storage area, and return the truck to an upright position.

This objective is mastered when the student:

1. Picks up boxes ___
2. Places boxes on dolly ___
3. Tilts dolly back ___
4. Moves boxes on dolly to designated storage area ___
5. Picks up boxes ___
6. Unloads dolly ___
7. Places boxes in storage area ___
8. Places dolly in upright position ___

19.3.3.2.1.0.8(768) Given 12 cans and a sample layer of cans (two cans deep and three cans long), the student will, to the satisfaction of the teacher, stack the cans by placing a can on each can in the sample layer until a second layer is completed and repeating this procedure to make a third layer of cans.

This objective is mastered when the student:

1. Places one can on top of each can in sample layer ___
2. Makes second layer on top of sample layer ___
3. Makes third layer on top of second layer ___
4. Stacks cans so that they are well balanced ___
5. Does not drop any cans ___

PAPER HANDLING

19.3.3.2.2.0.1(769) Given five envelopes and five pieces of folded paper, the student will, to the satisfaction of the teacher, stuff each envelope by opening the flap of the envelope, placing one folded paper into the envelope so that the edges of the paper are parallel to the edges of the envelope, and closing the envelope flap.

This objective is mastered when the student:

1. Opens flap of envelope ___
2. Puts one sheet of paper in envelope ___
3. Edges of paper parallel to edges of envelope ___
4. Closes flap of envelope ___

5. Envelope stuffed neatly ___
6. Repeats numbers 1-5 for second envelope and paper ___
7. Repeats numbers 1-5 for third envelope and paper ___
8. Repeats numbers 1-5 for fourth envelope and paper ___
9. Repeats numbers 1-5 for fifth envelope and paper ___

19.3.3.2.2.0.2(770) Given a row of standard staples and an empty stapler, the student will, to the satisfaction of the teacher, load the stapler by pulling the top of the stapler up, pulling back the spring, inserting the row of staples, releasing the spring, closing, and securing the stapler top.

This objective is mastered when the student:

1. Opens top of stapler ___
2. Pulls back spring ___
3. Places staples in stapler ___
4. Releases spring ___
5. Closes top ___
6. Closes top firmly ___
7. Does not hurt himself ___

19.3.3.2.2.0.3(771) Given a staple remover and five sets of three stapled papers, the student will, to the satisfaction of the teacher, remove the staples from each set of papers by holding the staple remover in one hand while holding a set of papers in the other, inserting the staple remover prongs under the staple while at the same time pressing in on the staple remover, and removing the staple.

This objective is mastered when the student:

1. Picks up first set of stapled papers in one hand ___
2. Holds staple remover in other hand ___
3. Inserts staple remover prongs under staple ___
4. Presses staple remover handle while prongs are placed under staple ___
5. Removes staple ___
6. Does not tear papers ___

7. Repeats numbers 1-6 for second set of papers ___
8. Repeats numbers 1-6 for third set of papers ___
9. Repeats numbers 1-6 for fourth set of papers ___
10. Repeats numbers 1-6 for fifth set of papers ___

19.3.3.2.2.0.4(772) Given a filled stapler and five sets of three colated pages, the student will, to the satisfaction of the teacher, staple each set of papers together by aligning the papers in each set so that the edges are even, placing the left-hand corner of each set of papers under the stapler head, and pressing down on the stapler head until the pages are stapled together.

This objective is mastered when the student:

1. Picks up first set of three pages ___
2. Aligns three sheets with each other so that edges are even ___
3. Places left-hand corner of papers under stapler head ___
4. Staples sheets together in upper left-hand corner ___
5. Repeats numbers 1-4 for second set of papers ___
6. Repeats numbers 1-4 for third set of papers ___
7. Repeats numbers 1-4 for fourth set of papers ___
8. Repeats numbers 1-4 for fifth set of papers ___

19.3.3.2.2.0.5(773) Given five sheets of paper to be folded in thirds, the student will, to the satisfaction of the teacher, fold each paper by bringing up the bottom third, creasing it on the fold, bringing down the top third, and creasing it.

This objective is mastered when the student:

1. Brings up bottom third of paper ___
2. Creases it on fold ___
3. Edges of paper even ___
4. Brings down top third of paper ___
5. Creases it on fold ___
6. Edges of paper even ___

7. Folds paper neatly ___
8. Repeats numbers 1-7 for second sheet of paper ___
9. Repeats numbers 1-7 for third sheet of paper ___
10. Repeats numbers 1-7 for fourth sheet of paper ___
11. Repeats numbers 1-7 for fifth sheet of paper ___

19.3.3.2.2.0.6(774) Given three stacks of paper (five papers in each stack), the student will, with 100% accuracy, colate the papers by taking one piece of paper from each stack, combining them in sequential order, and repeating this procedure until the five sets of three pages have been colated.

This objective is mastered when the student:

1. Takes one paper from each stack ___
2. Keeps three papers in order (one, two, three) ___
3. Puts colated papers in pile ___
4. Repeats numbers 1-3 for second set of papers ___
5. Repeats numbers 1-3 for third set of papers ___
6. Repeats numbers 1-3 for fourth set of papers ___
7. Repeats numbers 1-3 for fifth set of papers ___

19.3.3.2.2.0.7(775) Given five sheets of paper and a hand paper punch, the student will, to the satisfaction of the teacher, puch a hole in the upper right-hand corner of each piece of paper by grasping the paper punch in the preferred hand, inserting the right-hand corner of one piece of paper in the paper punch, exerting pressure on the handles of the paper punch until a hole has been clearly punched through the paper, and repeating this procedure until one hole has been punched in each of the five sheets of paper.

This objective is mastered when the student:

1. Picks up paper punch ___
2. Holds paper punch correctly ___
3. Picks up one piece of paper ___
4. Inserts right-hand corner of paper into paper punch ___
5. Punches one hole properly in upper right-hand corner of paper ___

6. Repeats numbers 2-5 for second sheet of paper ___
7. Repeats numbers 2-5 for third sheet of paper ___
8. Repeats numbers 2-5 for fourth sheet of paper ___
9. Repeats numbers 2-5 for fifth sheet of paper ___

19.3.3.2.2.0.8(776) Given a sheet of paper with three holes along the left-hand side, ten sheets of blank paper, a wastebasket, and a three hole paper punch, the student will, to the satisfaction of the teacher, punch holes in the blank papers by placing the model sheet over five blank sheets, aligning the holes in the model sheet with the prongs in the paper punch, punching holes cleanly through the blank sheets, putting all the punched out holes in the wastebasket, and repeating this procedure until the ten sheets of paper have been punched.

This objective is mastered when the student:

1. Picks up blank paper ___
2. Counts out five sheets of paper ___
3. Puts model sheet on top of blank sheets ___
4. Aligns holes in model sheet with prongs in paper punch ___
5. Presses down on paper punch until holes are punched completely through ___
6. Punches holes in correct place ___
7. Puts punch-outs in wastebasket ___
8. Repeats numbers 1-7 for second five sheets of paper ___

ENVELOPE HANDLING

19.3.3.2.3.0.1(777) Given three envelopes, the student will, to the satisfaction of the teacher, seal the envelopes by moistening the glue on each envelope flap with his tongue, folding the flap of each envelope over, and pressing the edge of each flap against the back of the envelope.

This objective is mastered when the student:

1. Moistens glue on envelope flap with tongue ___
2. Folds flap over ___

3. Presses flap down until securely sealed ___
4. Flap sealed neatly ___
5. Repeats numbers 1-4 for second envelope ___
6. Repeats numbers 1-4 for third envelope ___

19.3.3.2.3.0.2(778) Given three envelopes and three ten cent stamps, the student will, to the satisfaction of the teacher, moisten each stamp with his tongue and press each stamp on the upper right-hand corner of an envelope.

This objective is mastered when the student:

1. Moistens glue on stamp with tongue ___
2. Places stamp in upper right-hand corner of envelope ___
3. Places stamp glue-side-down ___
4. Presses stamp until secure ___
5. Places stamp neatly ___
6. Repeats numbers 1-5 for second stamp and envelope ___
7. Repeats numbers 1-5 for third stamp and envelope ___

19.3.3.2.3.0.3(779) Given ten self-stick labels and ten envelopes with return address areas indicated, the student will, to the satisfaction of the teacher, remove the backing from the label and place the label on the indicated area of each envelope.

This objective is mastered when the student:

1. Picks up label ___
2. Separates backing from label ___
3. Places label (sticky-side-down) on indicated area of envelope ___
4. Places label right-side-up ___
5. Repeats numbers 1-4 for three envelopes ___
6. Repeats numbers 1-4 for six envelopes ___
7. Repeats numbers 1-4 for ten envelopes ___

19.3.3.2.3.0.4(780) Given an envelope, a ball point pen, and a printed name and address, the student will, to the satisfaction of the teacher, address the envelope by legibly copying the name and address correctly on the envelope, placing the address in the proper position on the envelope, and writing his/her own return address in the upper left-hand corner of the envelope.

This objective is mastered when the student:

1. Copies name correctly ___
2. Copies name legibly ___
3. Copies street address correctly ___
4. Copies street address legibly ___
5. Copies city, state, and zip code correctly ___
6. Copies city, state, and zip code legibly ___
7. Address written in center lower-half of envelope ___
8. Writes own name correctly ___
9. Writes own name legibly ___
10. Writes own street address correctly ___
11. Writes own street address legibly ___
12. Writes own city, state, and zip code correctly ___
13. Writes own city, state, and zip code legibly ___
14. Writes own address in upper left-hand corner of envelope ___

PACKAGING

19.3.3.2.4.0.1(781) Given three wrapped packages (varying in size), a facsimile stamp, and an ink pad, the student will, to the satisfaction of the teacher, stamp the facsimile on the lower left-hand corner of each package.

This objective is mastered when the student:

1. Inks facsimile stamp by pressing on ink pad ___
2. Stamps facsimile on front lower left-hand corner of package ___
3. Stamps facsimile right-side-up ___
4. Does not smear stamp ___
5. Repeats numbers 1-4 for second package ___
6. Repeats numbers 1-4 for third package ___

19.3.3.2.4.0.2(782) Given two boxes (one that opens on the end and one that opens at the top), a pair of scissors, and a roll of masking tape, the student will, to the satisfaction of the teacher, seal the boxes by folding the flaps of each box together and securing the flaps with two layers of masking tape.

This objective is mastered when the student:

1. Folds flaps together ___
2. Fastens tape to one end of flaps ___
3. Unrolls tape to full length of seam ___
4. Cuts tape with scissors ___
5. Presses tape to box ___
6. Repeats numbers 2-5 ___
7. Seals box securely ___
8. Repeats numbers 1-7 for second box ___

19.3.3.2.4.0.3(783) Given a box, a roll of scotch tape, and a piece of wrapping paper cut large enough to wrap the box, the student will, to the satisfaction of the teacher, wrap the box by pulling the paper around the four sides of the box, taping the seam, folding the paper at the ends of the box, and securely sealing the paper at the ends with scotch tape.

This objective is mastered when the student:

1. Places box on paper ___
2. Pulls paper around four sides ___
3. Tapes seam ___
4. Folds paper neatly over one end ___
5. Tapes end securely ___
6. Folds paper neatly over other end ___
7. Fits paper tightly around box ___
8. Tapes end securely ___

19.3.3.2.4.0.4(784) Given a wrapped package, a ball of waxed string, and a pair of scissors, the student will, to the satisfaction of the teacher, tie the package by winding the string around the length of the box (one time), crossing the string over, winding the string around the width of the box (one time), cutting the string, tying the ends in a firm knot, and cutting off the excess string.

This objective is mastered when the student:

1. Wraps string once around box lengthwise ___
2. Crosses string over ___
3. Wraps string once around width of box ___
4. Cuts string with scissors ___
5. Ties ends of string into firm knot ___
6. Cuts off excess string ___
7. String fits tightly around box ___

19.3.3.2.4.0.5(785) Given six newspapers, a pair of scissors, and a ball of waxed string, the student will, to the satisfaction of the teacher, bundle the papers by stacking the newspapers on top of one another, wrapping the string tightly around the stack (two times), cutting the string, tying the ends in a firm knot, and cutting off the excess string.

This objective is mastered when the student:

1. Stacks all newspapers together ___
2. Stacks newspapers neatly ___
3. Wraps string around newspapers ___
4. Wraps string around newspapers twice ___
5. Cuts string with scissors ___
6. Ties ends in firm knot ___
7. Cuts off excess string ___
8. String tied tightly around newspapers ___

MACHINE OPERATION

19.3.3.2.5.0.1(786) Given a time-clock and a personal time-card placed in a slot, the student will, to the satisfaction of the teacher, punch in on the time-clock in the morning by removing his time-card from the slot, placing it accurately in the time-clock, waiting until it has been punched, removing it from the time-clock, replacing it in the appropriate slot, and repeating the entire procedure to punch out at the end of the day.

This objective is mastered when the student:

1. Removes his time-card from slot ___
2. Places time-card accurately in time-clock ___

3. Waits until card has been punched ___

4. Removes card from time-clock ___

5. Replaces card in correct slot after punching ___

6. Repeats numbers 1-5 at end of day ___

19.3.3.2.5.0.2(787) Given a pencil sharpener, and an unsharpened pencil, the student will, to the satisfaction of the teacher, sharpen the pencil by turning the hole dial until he finds the appropriate size hole for the pencil, putting and holding the blunt end of the pencil into the pencil sharpener hole with one hand, and turning the handle of the sharpener with the other hand until the pencil has a sharp point.

This objective is mastered when the student:

1. Turns hole dial (if necessary) ___

2. Selects appropriate size hole for pencil ___

3. Puts blunt end of pencil into hole ___

4. Holds pencil in place with one hand while sharpening ___

5. Turns handle of sharpener with other hand ___

6. Removes no more than 1/2" of pencil ___

7. Pencil has sharp point ___

19.3.3.2.5.0.3(788) Given a Xerox machine ready for use and a master to be run off, the student will, to the satisfaction of the teacher, make ten Xerox copies by setting the number dial to ten, inserting the master sheet, starting the machine, allowing ten copies to be made, removing the master, and turning the machine off.

This objective is mastered when the student:

1. Sets number dial to ten ___

2. Inserts master in proper place ___

3. Starts machine ___

4. Allows ten copies to be made ___

5. Removes master copy ___

6. Removes Xerox copies ___

7. Turns off machine (if appropriate) ___

19.3.3.2.5.0.4(789) Given a duplicator machine, a stack of 50 (8 1/2" x 11") sheets of duplicating paper, a wastebasket, and a prepared duplicator master, the student will, to the satisfaction of the teacher, make ditto copies by placing and setting the master correctly into the insert slot on the roller, placing and setting the duplicator paper in the paper feed tray, turning the machine on, pressing the automatic feed lever forward, running off 50 copies, turning the machine off, and removing the master from the roller slot.

This objective is mastered when the student:

1. Tears carbon from master along perforated line ___
2. Throws carbon in wastebasket ___
3. Places master in insert slot on roller ___
4. Places master ink-side-up ___
5. Lowers clamp ___
6. Locks master in place ___
7. Places stack of paper in paper feed tray correctly ___
8. Lowers feed roller ___
9. Turns on machine ___
10. Presses automatic feed lever forward ___
11. Runs off 50 copies ___
12. Releases automatic feed lever ___
13. Turns off machine ___
14. Removes copies from machine ___
15. Removes master from roller slot correctly ___

AUDIO-VISUAL EQUIPMENT

19.3.3.2.6.0.1(790) Given a filmloop projector, a set-up screen, and a filmloop cartridge, the student will, to the satisfaction of the teacher, show the filmloop by plugging in the projector, putting the filmloop in its proper place, turning the machine on, focusing the picture clearly on the center of the screen, running the film completely through one time, removing the cartridge, and turning off the machine.

This objective is mastered when the student:

1. Plugs in projector ___
2. Puts filmloop in its proper place ___
3. Turns on machine ___
4. Focuses picture clearly on center of screen ___
5. Runs film completely through one time ___
6. Removes cartridge ___

7. Turns off machine ___
8. Unplugs machine ___
9. Does not damage cartridge ___
10. Does not damage projector ___

19.3.3.2.6.0.2(791) Given a portable, folding projection screen, the student will, to the satisfaction of the teacher, set up the projection screen by releasing the legs to form a tripod, lowering the screen case to a horizontal position, hooking the screen to the vertical pole, and raising the vertical pole.

This objective is mastered when the student:

1. Holds projection screen in vertical position ___
2. Opens tripod legs by punching release button ___
3. Locks tripod legs securely in open position ___
4, Releases screen case by pushing appropriate button ___
5. Moves screen case to horizontal position ___
6. Locks screen case securely in position ___
7. Hooks screen to pole top ___
8. Raises pole to full extension ___
9. Does not damage projection screen ___

19.3.3.2.6.0.3(792) Given a carousel slide projector, a set-up screen, and a slide tray filled with ten slides, the student will, to the satisfaction of the teacher, show the slides by plugging in the projector, placing and locking the tray in its proper place, plugging in the automatic selector, turning on the lamp, focusing the slide picture clearly on the center of the screen, pressing the automatic selector button to show each picture, removing the slide tray, and turning off the projector.

This objective is mastered when the student:

1. Plugs in projector ___
2. Places tray in proper place ___
3. Locks tray in place ___
4. Plugs in automatic selector ___
5. Turns on lamp ___
6. Focuses picture clearly on center of screen ___
7. Presses auto-selector button to show slides ___

8. Shows all ten slides ___
9. Turns off lamp ___
10. Removes slide tray ___
11. Unplugs and stores automatic selector ___
12. Unplugs projector ___
13. Does not damage projector ___
14. Does not damage slides ___

19.3.3.2.6.0.4(793) Given a filmstrip projector, a set-up screen, and a filmstrip, the student will, to the satisfaction of the teacher, show the filmstrip by plugging in the projector, inserting the filmstrip in the appropriate places according to the diagram on the machine, turning on the lamp, focusing the filmstrip on the center of the screen, advancing the filmstrip correctly for each frame, rewinding and storing the filmstrip, and turning off the projector.

This objective is mastered when the student:

1. Plugs in projector ___
2. Inserts filmstrip in appropriate place according to diagram ___
3. Threads filmstrip through machine correctly ___
4. Turns on lamp ___
5. Focuses filmstrip on center of screen ___
6. Advances filmstrip correctly until complete filmstrip has been shown ___
7. Turns off lamp ___
8. Rewinds and stores filmstrip ___
9. Unplugs projector ___
10. Does not damage filmstrip ___
11. Does not damage projector ___

19.3.3.2.6.0.5(794) Given a movie projector, a set-up screen, a film, and an appropriate diagram, the student will, to the satisfaction of the teacher, show the film by plugging in the projector, placing the take-up reel and the film reel in the appropriate places according to the diagram on the machine, threading the film through the machine properly, turning on the projector to forward, adjusting the volume, focusing the movie in the center of the screen, showing the film, rewinding and storing the film, and turning off the projector.

This objective is mastered when the student:

OCCUPATIONAL
COMMERCIAL SERVICE

1. Plugs in projector ___
2. Raises arms for both reels to proper position ___
3. Places film on front arm ___
4. Places take-up reel on back arm ___
5. Threads film correctly according to diagram ___
6. Turns projector on to forward ___
7. Adjusts volume ___
8. Focuses picture on center of screen ___
9. Picture clear ___
10. Sound clear ___
11. Shows film ___
12. Rewinds and stores film ___
13. Turns off projector ___
14. Unplugs projector ___
15. Does not damage film ___
16. Does not damage projector ___

OCCUPATIONAL COMPETENCY

CONSTRUCTION

CRAFT SKILLS

BASIC CRAFT SKILLS

19.3.4.1.1.0.1(795) Given a bowl of water, two open jars of different colored finger paint, one sheet of finger painting paper, and a sink, the student will, to the satisfaction of the teacher, finger paint by dampening the paper with water, taking paint from a jar with his fingers, applying the paint to the paper, washing the paint from his hands, and repeating this procedure with another color of paint.

This objective is mastered when the student:

1. Dampens finger painting paper ___
2. Takes paint from jar with fingers ___
3. Applies paint to paper with fingers ___
4. Washes hands before using second color ___
5. Applies second color to paper ___
6. Washes paint from hands ___
7. Uses paints without mixing colors in jars ___
8. Stays within confines of finger painting paper ___

19.3.4.1.1.0.2(796) Given five assorted colors of crayons or craypas and a picture, the student will, to the satisfaction of the teacher, use the crayons or craypas to color the picture.

This objective is mastered when the student:

1. Picks up crayon/craypas ___
2. Colors one part of picture ___
3. Colors whole picture ___
4. Uses at least two colors ___
5. Stays within lines ___
6. Does not overlap colors ___

19.3.4.1.1.0.3(797) Given five assorted colors of chalk, and a paper with an outlined picture, the student will, to the satisfaction of the teacher, use the chalk to color the picture.

This objective is mastered when the student:

1. Picks up chalk ___
2. Colors with chalk(s) ___
3. Stays within outline ___
4. Colors whole picture ___
5. Does not overlap colors (if appropriate) ___

19.3.4.1.1.0.4(798) Given a sheet of manilla paper, pre-blocked into four squares, a paint brush, four containers of different colored, pre-mixed tempera paint, and a container of clean water, the student will, to the satisfaction of the teacher, paint each of the four blocks a different color by dipping the brush into the container, wiping off the excess paint on the side of the container, painting one block at a time, rinsing the brush thoroughly before using another color, and staying within each blocked area.

This objective is mastered when the student:

1. Picks up paint brush ___
2. Dips paint brush in container of tempera paint ___
3. Wipes off excess paint ___
4. Paints block ___
5. Dips brush in clean water ___
6. Cleans brush ___
7. Repeats numbers 2-6 for second block ___
8. Repeats numbers 2-6 for third block ___
9. Repeats numbers 2-6 for fourth block ___
10. Paints each block a different color ___
11. Colors entire surface of each block ___
12. Stays within lines ___
13. Does not overlap colors ___
14. Paints neatly ___

19.3.4.1.1.0.5(799) Given a paint brush with tempera paint on it and a sink, the student will, to the satisfaction of the teacher, run water over the brush until all the tempera paint is no longer visible.

This objective is mastered when the student:

1. Picks up brush ___
2. Turns on water ___

3. Holds brush under water ___
4. Rinses brush with water ___
5. Brush is free of all visible paint ___
6. Turns off water ___

19.3.4.1.1.0.6(800) Given a #2 paint brush, five different water colors, an outlined picture, and a container of clean water, the student will, to the satisfaction of the teacher, paint the picture by dipping the brush in the water, placing the wet brush on a water color, brushing the color onto the picture, rinsing the brush thoroughly before painting with another color, and staying within the lines of the picture.

This objective is mastered when the student:

1. Picks up brush ___
2. Dips brush in water ___
3. Dips brush in paint ___
4. Brushes on color ___
5. Rinses brush thoroughly before painting with another color ___
6. Stays within lines ___
7. Paints whole picture ___
8. Uses at least two colors ___
9. Does not run colors together ___
10. Paints neatly ___

19.3.4.1.1.0.7(801) Given a jar of paste, a cut-out, and a piece of construction paper, the student will, to the satisfaction of the teacher, paste the cut-out to the paper by opening the jar of paste, taking out an appropriate amount of paste, spreading the paste evenly over the back of the cut-out, turning the cut-out over, placing it on the paper, and patting it down.

This objective is mastered when the student:

1. Opens jar of paste ___
2. Takes out appropriate amount of paste ___
3. Spreads paste evenly over back of cut-out ___
4. Turns cut-out over ___
5. Places cut-out on paper ___
6. Pats down until cut-out is firmly attached ___
7. Pastes neatly ___
8. Closes jar of paste ___

OCCUPATIONAL
CONSTRUCTION

19.3.4.1.1.0.8(802) Given a container of glue, a cut-out, and a piece of construction paper, the student will, to the satisfaction of the teacher, glue the cut-out to the paper by picking up the container of glue, placing an appropriate amount of glue on the back of the cut-out, turning the cut-out over, placing it on the paper, and patting it down.

This objective is mastered when the student:

1. Opens container of glue ___
2. Places appropriate amount of glue on back of cut-out ___
3. Spreads glue evenly over back of cut-out ___
4. Turns cut-out over ___
5. Places cut-out on paper ___
6. Pats down until cut-out is firmly attached ___
7. Glues neatly ___
8. Closes container of glue ___

19.3.4.1.1.0.9(803) Given a bottle of recently used glue and a damp cloth, the student will, to the satisfaction of the teacher, clean the glue bottle by wiping the lid or nozzle of the bottle with the cloth to remove any spilled glue and by tightening the lid or nozzle of the bottle.

This objective is mastered when the student:

1. Picks up cloth ___
2. Wipes spilled glue from side, lid, and/or nozzle ___
3. Removes all glue ___
4. Secures glue lid ___

19.3.4.1.1.0.10(804) Given a pair of scissors and a piece of 8 1/2" x 11" paper marked with a quarter inch wide line, the student will, to the satisfaction of the teacher, cut the paper on the line by inserting his fingers into the handle of the scissors and opening and closing the blades until the paper is completely cut.

This objective is mastered when the student:

1. Picks up scissors ___
2. Inserts fingers correctly into handle of scissors ___
3. Cuts using open/close motion ___
4. Cuts on line ___
5. Cuts paper completely ___

PAPER CRAFTS

19.3.4.1.2.0.1(805) Given several pictures, a container of glue, and a base, the student will, to the satisfaction of the teacher, make a collage by glueing the pictures to the base.

This objective is mastered when the student:

1. Opens container of glue ___
2. Applies glue to picture ___
3. Turns picture over ___
4. Attaches picture to base ___
5. Repeats numbers 2-4 for all pictures ___
6. Arranges pictures appropriately on base ___
7. Closes container of glue ___

19.3.4.1.2.0.2(806) Given several magazines and pamphlets and a pair of scissors, the student will, to the satisfaction of the teacher, cut out five pictures suitable for making a collage.

This objective is mastered when the student:

1. Picks up scissors ___
2. Cuts out picture ___
3. Stays on outline of picture ___
4. Repeats numbers 2 and 3 for second picture ___
5. Repeats numbers 2 and 3 for third picture ___
6. Repeats numbers 2 and 3 for fourth picture ___
7. Repeats numbers 2 and 3 for fifth picture ___

19.3.4.1.2.0.3(807) Given printer's ink, a tray, and a brayer, the student will, to the satisfaction of the teacher, prepare the brayer by squeezing a small amount of ink onto the tray and rolling the brayer until a "tacky" sound is made.

This objective is mastered when the student:

1. Opens container of printer's ink ___
2. Squeezes ink onto tray ___
3. Squeezes small amount of ink ___
4. Picks up brayer ___
5. Rolls ink with brayer until tacky sound is made ___
6. Closes container of printer's ink ___

19.3.4.1.2.0.4(808) Given a container, wheat paste, a spoon, and water, the student will, to the satisfaction of the teacher, make paste by pouring an appropriate amount of wheat paste into the container, adding an appropriate amount of water, and mixing with the spoon until a sticky consistency is achieved.

This objective is mastered when the student:

1. Pours appropriate amount of wheat paste into container ___
2. Adds appropriate amount of water to wheat paste ___
3. Stirs mixture with spoon ___
4. Achieves sticky consistency ___

19.3.4.1.2.0.5(809) Given a sheet of tissue paper and a pipe cleaner, the student will, to the satisfaction of the teacher, make a tissue paper flower by making a fold approximately one inch from the bottom of the sheet of tissue paper, turning the paper over, making another fold approximately one inch from the bottom of the sheet of paper, turning the paper over, repeating this procedure until the entire tissue is folded like a fan, securing the center of the folded tissue paper with the pipe cleaner, and separating the tissue paper to form flower petals.

This objective is mastered when the student:

1. Folds tissue paper about 1" from bottom ___
2. Turns tissue paper over ___
3. Repeats numbers 1 and 2 until entire tissue is folded ___
4. Secures center with pipe cleaner ___

5. Separates tissue sheets to form flower petals ___

19.3.4.1.2.0.6(810) Given newspaper, string, tape, mache, tempera paint, and a paint brush, the student will, to the satisfaction of the teacher, make a paper mache project by using the string and tape to form some of the newspaper into a basic shape, tearing or cutting the remaining newspaper into strips, dipping these strips into the mache, applying the strips to the shaped newspaper, adding to and smoothing them until the desired shape is achieved, allowing the shape to dry, and then painting the project.

This objective is mastered when the student:

1. Uses string, tape, and newspaper to form basic shape ___
2. Tears remaining newspaper into strips ___
3. Dips strips into mache ___
4. Applies strips to shaped newspaper ___
5. Adds to and smooths strips ___
6. Creates desired shape ___
7. Allows to dry ___
8. Paints object ___

19.3.4.1.2.0.7(811) Given a linoleum square, a linoleum cutter, an inked brayer, and tissue paper, the student will, to the satisfaction of the teacher, make a print by cutting a design in the linoleum with the linoleum cutter, applying printer's ink to the linoleum square with the brayer, pressing the square to the tissue paper making sure that the entire square is printed, and removing the linoleum square.

This objective is mastered when the student:

1. Picks up cutter ___
2. Cuts design in linoleum ___
3. Picks up brayer ___
4. Applies ink to linoleum square correctly with brayer ___
5. Presses square to tissue ___
6. Prints all of square on tissue paper ___
7. Removes square from tissue ___
8. Does not smear tissue ___

MISCELLANEOUS CRAFTS

19.3.4.1.3.0.1(812) Given a print for decoupaging and a can of spray fixative, the student will, to the satisfaction of the teacher, prepare the print for decoupaging by spraying three coats of fixative onto the print, allowing each coat to dry before a new coat is applied.

This objective is mastered when the student:

1. Opens can of spray fixative ___
2. Holds can appropriate distance from print ___
3. Sprays print evenly ___
4. Allows print to dry completely ___
5. Repeats numbers 2-4 second time ___
6. Repeats numbers 2-4 third time ___
7. Closes can of spray fixative ___

19.3.4.1.3.0.2(813) Given an unfinished wooden plaque, a prepared print for decoupaging, a can of varnish, a container of glue, a paint brush, and a brayer, the student will, to the satisfaction of the teacher, decoupage the print by glueing the print onto the plaque, pressing the print down with the brayer, and applying ten coats of varnish to the plaque, allowing each coat to dry before a new coat is applied.

This objective is mastered when the student:

1. Opens container of glue ___
2. Applies glue to back of print ___
3. Closes container of glue ___
4. Turns print over ___
5. Places print correctly on plaque ___
6. Picks up brayer ___
7. Presses print with brayer ___
8. Opens can of varnish ___
9. Picks up paint brush ___
10. Applies varnish evenly to plaque and print ___
11. Applies at least ten coats of varnish ___
12. Allows plaque to dry between each coat ___
13. Closes can of varnish ___

19.3.4.1.3.0.3(814) Given pre-cut tile squares, a pre-finished base, tile adhesive, and grout, the student will, to the satisfaction of the teacher, tile the base by glueing the tiles onto the tile base until the hollowed base has been filled in and, then, filling in the cracks with grout.

This objective is mastered when the student:

1. Opens container of tile adhesive ___
2. Picks up tile square ___
3. Applies appropriate amount of adhesive to back of tile square ___
4. Turns tile square over ___
5. Places tile on base ___
6. Repeats numbers 2-5 until base is filled with tiles ___
7. Closes container of tile adhesive ___
8. Opens container of grout ___
9. Fills cracks with grout ___
10. Closes container of grout ___

19.3.4.1.3.0.4(815) Given a piece of leather marked with a design outline, a leather-design tool, and a leather-work hammer, the student will, to the satisfaction of the teacher, impress the design on the leather by hammering the tool into the design outlined on the leather so that it leaves an impression but does not puncture the leather.

This objective is mastered when the student:

1. Picks up hammer ___
2. Picks up tool ___
3. Holds tool properly ___
4. Strikes tool with hammer ___
5. Makes impression on leather ___
6. Does not puncture leather ___
7. Follows design outline ___
8. Completes design ___

19.3.4.1.3.0.5(816) Given a slab of wax and a knife, the student will, to the satisfaction of the teacher, prepare the wax for candle making by using the knife to sliver an appropriate amount of wax from the slab.

This objective is mastered when the student:

OCCUPATIONAL
CONSTRUCTION

1. Picks up knife ___
2. Holds knife securely ___
3. Holds slab of wax ___
4. Directs knife away from body ___
5. Slivers wax into small pieces ___
6. Prepares appropriate amount of wax ___

19.3.4.1.3.0.6(817) Given candle wax, wicking, coloring, a mold, a hot plate, and a double boiler, the student will, to the satisfaction of the teacher, make a candle by running a wick through the mold and tying a knot on the bottom, putting water in the bottom part of the double boiler, placing the wax and coloring in the top part of the double boiler, setting the double boiler on the hot plate, stirring the wax until it is completely melted, pouring the melted wax into the mold, and allowing the wax to harden.

This objective is mastered when the student:

1. Runs wick through mold ___
2. Ties knot on bottom of wick ___
3. Puts water in bottom of double boiler ___
4. Puts wax and coloring in top of double boiler ___
5. Places double boiler on hot plate ___
6. Turns on hot plate ___
7. Stirs wax until melted ___
8. Pours wax into mold ___
9. Allows wax to harden ___
10. Turns off hot plate ___
11. Pours out water from bottom of double boiler ___

CLAY CRAFTS

19.3.4.1.4.0.1(818) Given one pound of clay, a plastic bag, a twist tie, and water, the student will, to the satisfaction of the teacher, store the clay by placing it in the plastic bag, sprinkling a small amount of water on the clay, and securing the top of the plastic bag with the twist tie.

This objective is mastered when the student:

1. Places clay in plastic bag ___
2. Sprinkles appropriate amount of water onto clay ___
3. Closes bag ___
4. Secures bag with twist tie ___

19.3.4.1.4.0.2(819) Given an unfinished damp pot, a plastic bag, and a twist tie, the student will, to the satisfaction of the teacher, store the pot by placing it in the bag and securing the top of the bag with the twist tie.

This objective is mastered when the student:

1. Places pot in bag ___
2. Closes bag ___
3. Secures bag with twist tie ___

19.3.4.1.4.0.3(820) Given a jar of prepared engobe, a greenware base, and a brush, the student will, to the satisfaction of the teacher, apply engobe to the base by brushing on the engobe until the entire base is covered.

This objective is mastered when the student:

1. Opens jar of engobe ___
2. Picks up brush ___
3. Puts brush in engobe ___
4. Brushes engobe onto base ___
5. Repeats numbers 3 and 4 until base is entirely covered ___
6. Closes jar of engobe ___

19.3.4.1.4.0.4(821) Given a package of engobe powder, a jar, a spoon, and a container of water, the student will, to the satisfaction of the teacher, prepare engobe by pouring a small amount of engobe into the jar, pouring an appropriate amount of water into the jar, allowing it to stand for a few minutes, stirring, and repeating this procedure until a thick consistency is achieved.

This objective is mastered when the student:

1. Opens package of engobe powder ___
2. Pours appropriate amount of engobe into jar ___
3. Pours appropriate amount of water into jar ___
4. Allows to stand for a few minutes ___
5. Picks up spoon ___
6. Stirs mixture ___
7. Repeats numbers 2-6 until a thick consistency is achieved ___
8. Closes package of engobe powder ___

OCCUPATIONAL
CONSTRUCTION

19.3.4.1.4.0.5(822) Given a jar of glaze, a bisque base, and a brush, the student will, to the satisfaction of the teacher, apply glaze to the base by brushing on the glaze until the entire base (excluding the bottom) is covered.

This objective is mastered when the student:

1. Opens jar of glaze ___
2. Picks up brush ___
3. Puts brush in glaze ___
4. Brushes glaze onto base ___
5. Covers all of base ___
6. Does not cover bottom of base ___
7. Closes jar of glaze ___

19.3.4.1.4.0.6(823) Given a half pound of clay, the student will, to the satisfaction of the teacher, make a pinchpot by forming the clay into a ball, inserting his thumbs into the center of the ball, rotating and pressing the ball until all the sides and the bottom are the same thickness, and then smoothing the inside and outside of the pot.

This objective is mastered when the student:

1. Forms clay into ball ___
2. Inserts thumbs into center of ball ___
3. Rotates ball ___
4. Presses ball ___
5. Achieves even thickness on sides and bottom ___
6. Smoothes inside and outside of pot ___

19.3.4.1.4.0.7(824) Given a half pound of clay and a damp base, the student will, to the satisfaction of the teacher, add onto the base by pinching off a small amount of clay, scoring the base, dabbing the clay onto the base, smoothing, and repeating this procedure until the desired amount of clay has been added.

This objective is mastered when the student:

1. Pinches off appropriate amount of clay ___
2. Scores base ___
3. Dabs clay onto base ___
4. Smooths clay ___

5. Repeats numbers 1-4 until desired amount of clay is added ___

19.3.4.1.4.0.8(825) Given a half pound of clay, a rolling pin, and two wooden guides, the student will, to the satisfaction of the teacher, roll out the clay by placing the guides about eight inches apart, placing the clay between the guides, and rolling out the clay to equal the width and thickness of the guides.

This objective is mastered when the student:

1. Places guides approximately 8" apart ___
2. Places clay between guides ___
3. Picks up rolling pin ___
4. Rolls out clay ___
5. Rolls out clay equal to thickness of guides ___
6. Rolls out clay equal to width of guides ___

19.3.4.1.4.0.9(826) Given a half pound of clay, a damp pinchpot, and a potter's tool, the student will, to the satisfaction of the teacher, add to the pot by selecting an appropriate amount of clay, rolling it into a long coil, scoring the pot and the coil, attaching the pot and the coil at the score marks, and smoothing the lines.

This objective is mastered when the student:

1. Selects appropriate amount of clay ___
2. Rolls clay into long, even coil ___
3. Scores pot ___
4. Scores coil ___
5. Attaches coil to pot at score marks ___
6. Smooths lines ___

WEAVING

19.3.4.1.5.0.1(827) Given a potholder loom, a hook, and 36 yarn loops, the student will, to the satisfaction of the teacher, make a potholder by attaching 18 loops to the prongs on opposite sides of the loom to make horizontal rows, attaching a loop to each prong on the third side of the loom, working these loops over and under alternate loops in the horizontal rows, hooking each loop to the corresponding prong on the fourth side of the loom, and using the hook to lock the edges with a chain stitch, leaving one free loop for hanging the potholder.

This objective is mastered when the student:

1. Places 18 loops in horizontal rows across potholder loom ___
2. Attaches loop on prong on third side of loom ___
3. Uses hook to weave loop over and under alternate loops in horizontal rows ___
4. Attaches loop to corresponding prong on fourth side of loom ___
5. Repeats numbers 2-4 for remaining loops ___
6. Uses hook to make chain stitch on edges of potholder ___
7. Leaves loop in one corner for hanging potholder ___
8. Secures final loop with knot ___

19.3.4.1.5.0.2(828) Given an upright loom with yarn attached, the student will, to the satisfaction of the teacher, weave a piece of cloth one inch wide and six inches long.

This objective is mastered when the student:

1. Uses correct weaving procedure ___
2. Weaves yarn together neatly and securely ___
3. Weaves piece of cloth approximately 1" wide and 6" long ___

STITCHERY

19.3.4.1.6.0.1(829) Given a threaded embroidery needle, an embroidery hoop, and a piece of material stamped with a simple pattern, the student will, to the satisfaction of the teacher, place the material on the hoop and embroider the pattern using a minimum of three different kinds of stitches to complete the pattern.

This objective is mastered when the student:

1. Opens hoop ___
2. Places material over bottom of hoop ___
3. Attaches top of hoop over pattern on material ___
4. Picks up needle and thread ___
5. Embroiders pattern using first type stitch ___
6. Embroiders pattern using second type stitch ___
7. Embroiders pattern using third typs stitch ___
8. Completely embroiders pattern ___
9. Embroiders neatly ___

19.3.4.1.6.0.2(830) Given a crocheting hook and a skein of yarn, the student will, to the satisfaction of the teacher, crochet a chain stitch to make a string six inches long and then use a double-crochet stitch to complete two six-inch rows.

This objective is mastered when the student:

1. Picks up crochet hook ___
2. Crochets chain stitch ___
3. Crochets string 6" long ___
4. Holds hook correctly ___
5. Holds yarn correctly ___
6. Crochets double-crochet stitch ___
7. Crochets one 6" row ___
8. Crochets two 6" rows ___
9. Holds hook correctly for double-crochet stitch ___
10. Holds yarn correctly for double-crochet stitch ___

19.3.4.1.6.0.3(831) Given two plastic knitting needles and a skein of yarn, the student will, to the satisfaction of the teacher, knit one six-inch row, purl one six-inch row, and knit one, purl two for one six-inch row.

This objective is mastered when the student:

1. Picks up needles ___
2. Knits one row ___
3. Knits 6" row ___
4. Holds needles correctly ___
5. Holds yarn correctly ___
6. Purls one row ___
7. Purls 6" row ___
8. Holds needles correctly ___
9. Holds yarn correctly ___
10. Knits one, purls two for one row ___
11. Knits one, purls two 6" row ___
12. Holds needles correctly ___
13. Holds yarn correctly ___

19.3.4.1.6.0.4(832) Given a piece of canvas marked to show a three-inch width and an appropriately threaded needle, the student will, to the satisfaction of the teacher, use an appropriate needlepoint stitch to complete three three-inch rows of needlepoint.

This objective is mastered when the student:

1. Picks up needle ___
2. Uses appropriate needlepoint stitch ___
3. Does needlepoint for 3" row ___
4. Repeats numbers 2 and 3 for second row ___
5. Repeats numbers 2 and 3 for third row ___
6. Needlepoint stitches neat and secure ___

SHOP SKILLS

SHOP SAFETY RULES

19.3.4.2.1.0.1(833) Given a shop period in which the student is working on a project, the student will, to the satisfaction of the teacher, behave in accordance with each of 14 safety rules for tool use, for the duration of the shop period.

This objective is mastered when the student:

1. Uses tools and machinery only with approval of teacher ___
2. Dresses properly for work in shop (removes tie, rolls up long sleeves, etc.) ___
3. Works seriously in shop area (does not play around) ___
4. Remains out of work area occupied by other students ___
5. Uses tools for their intended purpose ___
6. Keeps work areas clean ___
7. Keeps tools out of pockets ___
8. Uses safety goggles or face shield when doing any operation which might endanger his eyes ___
9. Tightens material securely in a vise or clamp before working on it (when appropriate) ___
10. Checks to see that all tools are in good working condition before using them ___
11. Observes all operating and safety instructions when using power tools ___
12. Keeps hands away from cutting edges of tools ___
13. Reports accidents at once (no matter how minor) ___
14. Does not talk and work at same time ___

19.3.4.2.1.0.2(834) Given a shop, shop tools, a storage area, tool boxes, and a project on which the student is working, the student will, to the satisfaction of the teacher, behave in accordance with each of six rules for tool and material storage, for the duration of the shop period.

This objective is mastered when the student:

1. Cleans tools and paint brushes before returning them to storage areas ___
2. Insures that all tools are in proper working order before storing them ___
3. Covers power tools when not in use ___
4. Returns tools to proper place in storage area ___
5. Returns materials to proper place in storage area ___
6. Insures that tools are secured properly in their storage areas ___

SORTING LUMBER

19.3.4.2.2.0.1(835) Given six boards of equal width but varying in length (three 1" x 4" x 4' boards and three 1" x 4" x 6' boards), the student will, with 100% accuracy, sort the boards into one pile of 1" x 4" x 4' boards and one pile of 1" x 4" x 6' boards.

This objective is mastered when the student:

1. Separates boards into two piles ___
2. Places all 1" x 4" x 4' boards in one pile ___
3. Places all 1" x 4" x 6' boards in second pile ___

19.3.4.2.2.0.2(836) Given six boards of equal length but varying in width (three 1" x 4" x 4' boards and three 1" x 8" x 4' boards), the student will, with 100% accuracy, sort the boards into one pile of 1" x 4" x 4' boards and one pile of 1" x 8" x 4' boards.

This objective is mastered when the student:

1. Separates boards into two piles ___
2. Places all 1" x 8" x 4' boards in one pile ___
3. Places all 1" x 4" x 4' boards in second pile ___

USE OF HOLDING TOOLS

19.3.4.2.3.0.1(837) Given a workbench with a vise and three 1" x 4" x 12" boards, the student will, to the satisfaction of the teacher, place one board in the vise, tighten the vise until the board is held securely, remove the board from the vise, repeat this procedure using two boards, and, then, repeat the procedure using three boards, leaving the vise in a relaxed position upon completion.

This objective is mastered when the student:

1. Places one board in vise ___
2. Tightens vise until board is secure ___
3. Opens vise ___
4. Removes board ___
5. Places two boards in vise ___
6. Tightens vise until two boards are secure ___
7. Opens vise ___
8. Removes two boards ___
9. Places three boards in vise ___
10. Tightens vise until three boards are secure ___
11. Opens vise ___
12. Removes three boards ___
13. Leaves vise in relaxed position (closed but not tight) ___

19.3.4.2.3.0.2(838) Given a "C" clamp, two 1" x 4" x 12" boards, and a workbench, the student will, to the satisfaction of the teacher, place the two boards in the clamp, tighten the clamp until the boards are held tightly together, remove the boards from the clamp, clamp the two boards to the edge of the bench so that the boards are held securely to the bench, and then remove the clamp from the boards and bench.

This objective is mastered when the student:

1. Places clamp on two boards ___
2. Tightens clamp until boards are held securely ___

3. Removes clamp from boards ___
4. Places boards on edge of bench ___
5. Places clamp over boards and under bench ___
6. Tightens clamp until boards are held securely ___
7. Removes clamp from boards and bench ___

USE OF DRIVING TOOLS

19.3.4.2.4.0.1(839) Given a claw hammer, a workbench with a vise, a block of wood, and a board with three nails driven into it at different depths, the student will, to the satisfaction of the teacher, secure the board in the bench vise, slip the block of wood under the head of the hammer, and use the claw of the hammer to remove each of the nails from the board.

This objective is mastered when the student:

1. Secures board in bench vise ___
2. Picks up hammer ___
3. Slips claw of hammer under head of first nail ___
4. Pulls handle until it is perpendicular to board ___
5. Slips block of wood under head of hammer ___
6. Continues to pull hammer handle until nail is removed from wood ___
7. Repeats numbers 3-6 for second nail ___
8. Repeats numbers 3-6 for third nail ___

19.3.4.2.4.0.2(840) Given a workbench, a hammer, three nails, and a block of wood, the student will, to the satisfaction of the teacher, drive each nail all the way into the wooden block with the face of the hammer.

This objective is mastered when the student:

1. Holds nail firmly in place with one hand ___
2. Picks up hammer ___
3. Holds hammer handle firmly near end ___
4. Strikes light first blow to start nail ___
5. Removes hand from nail ___

4.8

6. Continues to strike nail directly on head, until it is driven even with wood ___
7. Strikes nail with face of hammer ___
8. Does not bend nail ___
9. Does not dent wood ___
10. Repeats numbers 1-9 for second nail ___
11. Repeats numbers 1-9 for third nail ___

19.3.4.2.4.0.3(841) Given a properly sized slot screwdriver, a properly sized Phillips screwdriver, a pre-drilled block of wood with two holes, a woodscrew, a Phillips head screw, and a workbench with a vise, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, drive each screw completely into the block with the proper screwdriver, and, then, remove each screw with the proper screwdriver.

This objective is mastered when the student:

1. Secures wood in bench vise ___
2. Selects slot screwdriver for woodscrew ___
3. Holds screw in place with one hand ___
4. Inserts screwdriver into slot ___
5. Starts screw into hole slowly by turning screwdriver clockwise ___
6. Removes hand from screw ___
7. Drives screw completely into wood ___
8. Selects Phillips screwdriver for Phillips screw ___
9. Repeats numbers 3-7 for Phillips screw ___
10. Removes woodscrew with slot screwdriver ___
11. Removes Phillips screw with Phillips screwdriver ___
12. Does not scratch wood ___

USE OF DRILLING TOOLS

19.3.4.2.5.0.1(842) Given a hand drill, a drill bit, a workbench with a vise, a chuck key, and a block of wood, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, insert the drill bit into the chuck, tighten the chuck with the chuck key, drill a hole completely through the wooden block, remove the drill bit from the hole, loosen the chuck with the chuck key, and remove the drill bit.

This objective is mastered when the student:

1. Secures wood in bench vise ___
2. Inserts drill bit into hand drill chuck ___
3. Tightens drill bit with chuck key ___
4. Turns handle to operate drill ___
5. Drills hole completely through wood ___
6. Drills hole straight ___
7. Removes drill bit from hole ___
8. Loosens chuck with chuck key ___
9. Removes drill bit ___

19.3.4.2.5.0.2(843) Given a portable electric drill, a drill bit, a workbench with a vise, a chuck key, and a block of wood, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, insert the drill bit into the chuck, tighten the chuck with the chuck key, plug in the cord, turn on the drill, drill a hole completely through the wooden block, turn off the drill, remove the drill bit from the hole, unplug the cord, loosen the chuck with the chuck key, and remove the drill bit.

This objective is mastered when the student:

1. Secures wood in bench vise ___
2. Inserts drill bit in drill chuck ___
3. Tightens drill bit with chuck key ___
4. Plugs drill cord into electric socket ___
5. Turns on drill ___
6. Drills hole completely through wood ___
7. Drills hole straight ___
8. Turns off drill ___
9. Removes drill bit from hole ___
10. Unplugs drill ___
11. Loosens chuck with chuck key ___
12. Removes drill bit ___

USE OF GRIPPING TOOLS

19.3.4.2.6.0.1(844) Given an open-end wrench, a stove bolt, a washer, a nut, and a block of wood with a pre-drilled hole secured in a workbench vise, the student will, to the satisfaction of the teacher, insert the bolt into the pre-drilled hole, put a washer and a nut on the bolt, tighten the nut securely with the wrench, and then remove the nut, washer, and bolt using the wrench.

This objective is mastered when the student:

1. Inserts bolt into pre-drilled hole ___
2. Puts washer on bolt ___
3. Puts nut on bolt ___
4. Picks up wrench ___
5. Tightens nut with wrench ___
6. Tightens nut securely ___
7. Loosens nut with wrench ___
8. Removes nut ___
9. Removes washer ___
10. Removes bolt ___

19.3.4.2.6.0.2(845) Given a workbench, a pair of needle-nose pliers, six 12" strands of bell wire with two inches of insulation removed from one end, and a 1/4" x 6" x 8" piece of masonite drilled with six 1/8" holes, the student will, to the satisfaction of the teacher, insert each bare wire into a hole and bend the wire downward with the needle-nose pliers.

This objective is mastered when the student:

1. Picks up pliers ___
2. Picks up wire ___
3. Grasps wire with pliers ___
4. Places bare end of wire in hole ___
5. Bends wire downward ___
6. Repeats numbers 2-5 for second wire ___
7. Repeats numbers 2-5 for third wire ___
8. Repeats numbers 2-5 for fourth wire ___
9. Repeats numbers 2-5 for fifth wire ___
10. Repeats numbers 2-5 for sixth wire ___

19.3.4.2.6.0.3(846) Given a workbench, a pair of lineman's (combination) pliers and an 18" length of bell wire with marks every three inches, the student will, to the satisfaction of the teacher, insert the wire into the cutting area of the pliers and cut the wire at each three inch mark.

This objective is mastered when the student:

1. Picks up pliers ___
2. Picks up wire ___
3. Cuts wire at mark ___
4. Uses cutting part of pliers ___
5. Repeats numbers 3 and 4 for second mark ___
6. Repeats numbers 3 and 4 for third mark ___
7. Repeats numbers 3 and 4 for fourth mark ___
8. Repeats numbers 3 and 4 for fifth mark ___

19.3.4.2.6.0.4(847) Given a workbench, a pair of slip-joint pliers, a 1/4" x 3/4" bolt already positioned within an inch of the edge of a piece of 1/4" x 12" x 18" masonite, and a 1/4" hex nut to fit the bolt, the student will, to the satisfaction of the teacher, tighten the nut on the bolt with the slip-joint pliers.

This objective is mastered when the student:

1. Picks up nut ___
2. Puts nut on bolt ___
3. Picks up pliers ___
4. Grasps nut ___
5. Turns nut with pliers ___
6. Tightens nut securely ___

USE OF SAWING TOOLS

19.3.4.2.7.0.1(848) Given four different saws and four 1" x 4" x 12" boards marked in four different ways, the student will, with 100% accuracy, touch the saw needed to cut the outlined pattern or the direction of a line on each board when these are presented one at a time by the teacher.

This objective is mastered when the student:

(Stimulus: Board with line across grain)

1. Touches cross-cut saw ___

(Stimulus: Board with line drawn with grain)
2. Touches rip-saw ___

(Stimulus: Board with curved line)
3. Touches coping saw ___

(Stimulus: Board with circle)
4. Touches keyhole saw ___

19.3.4.2.7.0.2(849) Given a rip-saw, a 1" x 4" x 12" board with a line drawn with the grain, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the rip-saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise ___
2. Places board in proper position ___
3. Picks up rip-saw ___
4. Saws board into two pieces ___
5. Saws on line ___
6. Does not cut or endanger self ___

19.3.4.2.7.0.3(850) Given a coping saw, a 1" x 4" x 12" board with a curved line drawn on it, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the coping saw, and saw the board (on the curved line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise ___
2. Places board in proper position ___
3. Picks up coping saw ___
4. Saws board into two pieces ___
5. Saws on line ___
6. Does not cut or endanger self ___

19.3.4.2.7.0.4(851) Given a cross-cut saw, a 1" x 4" x 12" board with a line drawn across the grain, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the cross-cut saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise ___
2. Places board in proper position ___
3. Picks up cross-cut saw ___
4. Saws board into two pieces ___
5. Saws on line ___
6. Does not cut or endanger self ___

19.3.4.2.7.0.5(852) Given a keyhole saw, a board 1" x 4" x 12" with a circle drawn on it, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the keyhole saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

1. Secures board in bench vise ___
2. Places board in proper position ___
3. Picks up keyhole saw ___
4. Saws board into two pieces ___
5. Saws on line ___
6. Does not cut or endanger self ___

19.3.4.2.7.0.6(853) Given a pair of safety goggles, a pre-adjusted circular power table saw, and a 1" x 4" x 3' board, the student will, to the satisfaction of the teacher, put on the safety goggles, use the power saw to cut the piece of lumber lengthwise into two pieces of equal width, and, with the assistance of a helper, pull the two pieces of lumber from the rear of the saw.

This objective is mastered when the student:

1. Puts on safety goggles ___
2. Turns on saw ___
3. Inserts lumber ___
4. Cuts lumber lengthwise ___
5. Pulls pieces from rear of saw ___
6. Lumber pieces of equal width ___
7. Turns off saw ___
8. Removes safety goggles ___

USE OF FASTENERS

19.3.4.2.8.0.1(854) Given a hammer, four nails, a workbench, and two 1" x 2" x 4" blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other) so that all the edges are even and properly drive one nail into each of the four corners so that the blocks are securely joined together.

This objective is mastered when the student:

1. Puts two blocks together so edges are even ___
2. Picks up hammer ___
3. Picks up nails ___
4. Drives one nail into each of four corners ___
5. Nails straight, not bent ___
6. Nails flush with wood ___
7. No hammer marks in wood ___
8. Blocks securely fastened together ___

19.3.4.2.8.0.2(855) Given a slot screwdriver, four wood screws, a workbench, and two 1" x 2" x 4" pre-drilled blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other so that all four holes are aligned) and properly drive one screw into each of the four holes so that the blocks are securely joined together.

This objective is mastered when the student:

1. Puts two blocks together with holes aligned ___
2. Picks up screwdriver ___
3. Picks up screw ___
4. Places screw in hole ___
5. Drives screw with screwdriver ___
6. Drives screw straight ___
7. Screw flush with wood ___
8. Does not scratch wood ___
9. Repeats numbers 3-8 for second hole ___
10. Repeats numbers 3-8 for third hole ___
11. Repeats numbers 3-8 for fourth hole ___
12. Blocks securely fastened together ___

OCCUPATIONAL CONSTRUCTION

19.3.4.2.8.0.3(856) Given a 7/16" open-end wrench, four 1/4" x 3" stove bolts, four washers, four nuts, a workbench, and two 1" x 2" x 4" pre-drilled blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other) so that all four holes are in alignment, insert one bolt through each hole in the blocks, put a washer and nut on each bolt, and tighten the nuts with the wrench so that the blocks are securely joined together.

This objective is mastered when the student:

1. Puts two blocks together with holes aligned ___
2. Picks up bolt ___
3. Inserts bolt into hole ___
4. Puts washer on bolt ___
5. Puts nut on bolt ___
6. Picks up wrench ___
7. Tightens nut with wrench ___
8. Repeats numbers 2-7 for second bolt ___
9. Repeats numbers 2-7 for third bolt ___
10. Repeats numbers 2-7 for fourth bolt ___
11. Blocks securely fastened ___

USE OF FINISHING EQUIPMENT

19.3.4.2.9.0.1(857) Given a table-mounted power arbor with a lambs wool buffer installed and a pair of shoes with polish applied, the student will, to the satisfaction of the teacher, turn on the arbor, buff the shoes until they shine, and turn off the power arbor.

This objective is mastered when the student:

1. Turns on buffing arbor ___
2. Picks up shoe ___
3. Places shoe lightly on buffing machine ___
4. Applies entire top surface of shoe to machine ___
5. Shoe shined ___
6. Repeats numbers 2-5 for second shoe ___
7. Turns off buffing arbor ___

19.3.4.2.9.0.2(858) Given a table-mounted power arbor with a sanding disc installed, a face shield, and a 1" x 2" x 4" block of wood, the student will, to the satisfaction of the teacher, put on the face shield, turn on the arbor, hold each side of the block lightly against the downward rotation side of the sander while sanding the block until all sides are smooth, turn off the power arbor, and remove the face shield.

This objective is mastered when the student:

1. Puts on face shield ___
2. Turns on arbor ___
3. Picks up block ___
4. Places block lightly against downward rotation side of disc ___
4. Smooths block ___
5. Smooths all sides of block ___
6. Turns off arbor ___
7. Removes face shield ___

19.3.4.2.9.0.3(859) Given a table-mounted power arbor with a wire brush installed, a face shield, and a rusted manipulable object (such as a bolt or hammer), the student will, to the satisfaction of the teacher, put on the face shield, turn on the arbor, hold the rusted object lightly against the moving brush on the downward rotation side until all portions of rust are removed from the object, turn off the power arbor, and remove the face shield.

This objective is mastered when the student:

1. Puts on face shield ___
2. Turns on arbor ___
3. Picks up object ___
4. Places object lightly against downward rotation side of brush ___
5. Removes rust ___
6. Removes all rust ___
7. Turns off arbor ___
8. Removes face shield ___

WOOD PREPARATION

19.3.4.2.10.0.1(860) Given a 1" x 2" x 4" block of wood, a workbench with a vise, a sheet of medium grit flint sandpaper divided into quarters, and a commercial rubber sanding block, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, wrap the sandpaper around the sanding block, and sand the wooden block with the grain until the sides are smooth.

This objective is mastered when the student:

1. Secures wooden block in vise ___
2. Folds sandpaper around sanding block ___
3. Holds sandpaper on block securely ___
4. Sands with back and forth motion ___
5. Sands with grain ___
6. Uses even pressure ___
7. Rotates wooden block in vise ___
8. Sands all six surfaces of wooden block ___
9. Sands wooden block smoothly ___

19.3.4.2.10.0.2(861) Given a 1" x 2" x 4" block of wood that has four nail holes, a can of plastic wood, a workbench, a small piece of sandpaper, and a commercial rubber sanding block, the student will, to the satisfaction of the teacher, fill the nail holes with the plastic wood using finger pressure and hand sand the filled areas with the sandpaper and sanding block until the surface is smooth.

This objective is mastered when the student:

1. Opens can of plastic wood ___
2. Removes small portion of plastic wood with index finger ___
3. Presses plastic wood into all four nail holes ___
4. Fills nail holes completely ___
5. Seals can of plastic wood ___
6. Wraps sandpaper around sanding block ___
7. Holds sandpaper on sanding block securely ___
8. Sands nail holes with back and forth motion ___
9. Sands with grain of wood ___
10. Sands nail holes smoothly ___

PAINTING

19.3.4.2.11.0.1(862) Given a shop area, a 3' x 4' piece of cardboard placed on a workbench, a 9" paint roller, and a 9" tray containing latex paint, the student will, to the satisfaction of the teacher, use the roller to apply the paint smoothly and evenly to the entire surface of the cardboard.

This objective is mastered when the student:

1. Picks up roller ___
2. Dips roller in paint ___
3. Removes excess paint from roller ___
4. Applies paint to top of cardboard ___
5. Covers cardboard completely ___
6. Covers cardboard evenly ___
7. Paints neatly ___

19.3.4.2.11.0.2(863) Given a shop area, a project ready to be shellacked, a 2" paint brush, a stirring stick, and a can of shellac, the student will, to the satisfaction of the teacher, prepare the shellac, apply the shellac with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of shellac for storage.

This objective is mastered when the student:

1. Opens can of shellac ___
2. Mixes shellac thoroughly with stirring stick ___
3. Dips 1/3 of brush in shellac ___
4. Removes excess shellac from brush by wiping brush on lip of can ___
5. Applies shellac to project with smooth strokes ___
6. Covers project completely ___
7. Covers project evenly ___
8. Seals shellac can by tightly replacing lid ___

19.3.4.2.11.0.3(864) Given a shop area, a project ready to be stained, a 2" paint brush, a wiping cloth, a stirring stick, and a can of stain, the student will, to the satisfaction of the teacher, prepare the stain, apply the stain with the brush smoothly and evenly to all exposed areas of the project, remove the excess stain with the wiping cloth, and prepare the can of stain for storage.

This objective is mastered when the student:

1. Opens can of stain ___
2. Mixes stain thoroughly with stirring stick ___
3. Dips 1/3 of brush in stain ___
4. Removes excess stain from brush by wiping brush on lip of can ___
5. Applies stain to project with smooth strokes ___
6. Covers project completely ___
7. Covers project evenly ___
8. Wipes excess stain from project with wiping cloth ___
9. Seals stain can by tightly replacing lid ___

19.3.4.2.11.0.4(865) Given a shop area, a project ready to be painted with enamel, a 2" paint brush, a stirring stick, and a can of quick drying enamel, the student will, to the satisfaction of the teacher, prepare the enamel paint, apply the paint with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of enamel for storage.

This objective is mastered when the student:

1. Opens can of enamel ___
2. Mixes enamel thoroughly with stirring stick ___
3. Dips 1/3 of brush in enamel ___
4. Removes excess enamel from brush by wiping brush on lip of can ___
5. Applies enamel to project with smooth strokes ___
6. Covers project completely ___
7. Covers project evenly ___
8. Seals enamel can by tightly replacing lid ___

19.3.4.2.11.0.5(866) Given a shop area, a project ready to be varnished, a 2" paint brush, a stirring stick, and a can of varnish, the student will, to the satisfaction of the teacher, prepare the varnish, apply the varnish with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of varnish for storage.

This objective is mastered when the student:

1. Opens can of varnish ___
2. Mixes varnish thoroughly with stirring stick ___

3. Dips 1/3 of brush in varnish ___
4. Removes excess varnish from brush by wiping brush on lip of can ___
5. Applies varnish to project with smooth strokes ___
6. Covers project completely ___
7. Covers project evenly ___
8. Seals varnish can by tightly replacing lid ___

19.3.4.2.11.0.6(867) Given a freshly used paint brush, a pail containing an appropriate solvent, a newspaper, and a cloth, the student will, to the satisfaction of the teacher, clean the brush by rinsing it in the solvent, wiping the excess solvent off on the newspaper, and drying the brush with the cloth.

This objective is mastered when the student:

1. Holds handle of paint brush ___
2. Immerses brush bristles in solvent ___
3. Removes brush from solvent ___
4. Wipes excess solvent onto newspaper ___
5. Repeats numbers 2-4 as often as necessary ___
6. Dries brush with cloth ___
7. Removes all paint from brush ___
8. Does not get paint on self ___
9. Does not drip or spill paint or solvent ___

GLUEING

19.3.4.2.12.0.1(868) Given a shop area, a workbench, a container of polyvinyl resin glue, a vise or clamp, a scraper, a damp cloth, and a project that requires polyvinyl resin glue, the student will, to the satisfaction of the teacher, construct a trial assembly of the project to insure that the joints fit, disassemble the project, apply the glue to the joints to be fastened (one at a time), put the joints together, and use the vise or clamp to apply pressure to the joints until the glue is dry and the joints are securely fastened.

This objective is mastered when the student:

1. Makes trial assembly of project to insure proper fit ___
2. Disassembles project ___
3. Opens container of glue ___
4. Applies glue to joints ___
5. Spreads glue evenly on joints ___
6. Assembles project ___
7. Applies pressure to joints using vise or clamp ___
8. Removes excess glue with scraper and damp cloth ___
9. Lets glue dry completely ___
10. Closes container of glue ___
11. Removes project from vise or clamp ___
12. Joints securely fastened ___
13. Excess glue removed from exposed surfaces ___

19.3.4.2.12.0.2(869) Given a shop area, a workbench, a container of casein glue, materials to mix it, a vise or clamp, a scraper, a brush, a damp cloth, and a project that requires casein glue, the student will, to the satisfaction of the teacher, mix the glue according to the directions on the package, construct a trial assembly of the project to insure that the joints fit, disassemble the project, apply the glue to all the joints to be fastened (one at a time), put the joints together, and use the vise or clamp to apply pressure to the joints until the glue is dry and the joints are securely fastened.

This objective is mastered when the student:

1. Makes trial assembly of project to insure proper fit ___
2. Disassembles project ___
3. Opens container of glue ___
4. Mixes glue according to directions on package ___
5. Closes container of glue ___
6. Picks up brush ___
7. Applies glue to joints with brush ___
8. Spreads glue evenly on joints ___
9. Assembles project ___
10. Applies pressure to joints using vise or clamp ___
11. Removes excess glue with scraper and damp cloth ___
12. Lets glue dry completely ___
13. Removes project from vise or clamp ___
14. Joints securely fastened ___
15. Excess glue removed from exposed surfaces ___